



SERVICE LEARNING COURSE DESIGN STRATEGIES TOOLKIT

A RESOURCE FOR UNIVERSITY FACULTY

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Step One: Service vs. Learning Objectives

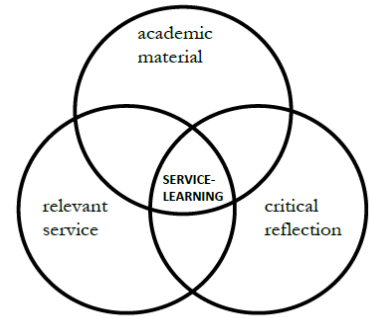
Competencies

After completing this unit, you will be able to:

- Articulate outcomes and competencies for students engaged in a service-learning course.
- Identify meaningful roles for students and community partners in the process of writing course competencies and outcomes.
- Write service-learning objectives.

Course objectives should be clearly identified as learning and service objectives and then prioritized and selected according to the interests of the *partnership* rather than the individual parties involved.

Components of Service-Learning



Nutrition-based Service Learning Course	
<i>Learning Objective</i>	<i>Service Objective</i>
Students will be able to define the benefits of lifetime of healthy eating,	Students will be able to develop a child-friendly menu in the language of the partner community.

Checklist:

- ✓ Review competencies for your discipline or profession and any competencies that your department or degree program has established.
- ✓ Engage community partners in discussions about their expectations of student learning outcomes.
- ✓ Engage faculty and students in discussions about their expectations of student learning outcomes. Establish learning and service objectives for the course.
- ✓ Identify the tasks, or competencies that your students will be expected to perform following the course.
- ✓ Identify what the student must learn in order to complete the task.
- ✓ Determine how student learning will be measured.
- ✓ Prepare for identifying your teaching methodologies.

Activity One: Establishing Academic Learning Objectives

Course-specific academic learning objectives include knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the spaces below. Then reflect on *how engagement with the community might strengthen one or more of them or enable new learning objectives*. Lastly, compose assessment opportunities along with a new or revised learning objectives (if applicable) in the space below the numbered spaces.

To note, service learning typically operates best within the following “themes:”

- Better Self and Social Awareness
- Social Responsibility
- Community and Social Justice
- Multicultural Civic Engagement
- Develop 21st Century Skills

Current Academic Learning Objective	Community Engagement Opportunity	Assessment Opportunity

Example of Effective Practice:

Cal State University hosts the following undergraduate course¹:

WS/IDS 350-The Public Specter Feminist Representations of the Afterlife

The **goals** of the course include:

Students who have successfully completed this course should have an understandings of:

- *The Spiritualism movement in America in the late 19th and early 20th centuries.*
- *Ghost stories as allegories for the social, political, economic and cultural concerns of women.*
- *The ways a feminist perspective can inform images of the afterlife.*
- *The literary tools women authors have used to convey the psycho-social importance in ghost stories.*
- *How women’s community history is conveyed through monuments at The North Providence Burial Ground.*
- *Cemeteries as public spaces that contribute to the health of a community and serve as sites that illustrate the social, political, economic and cultural concerns of women.*

To achieve these goals, the professor has identified the following **course objectives**:

Students who have successfully completed this course should be able to:

¹ Retrieved from <http://www.calstatela.edu/engagement/osl>

- Identify and analyze the cultural tensions between material and spiritual conceptions in late 19th century America and how those tensions gave rise to the Spiritualism movement.
- Identify and analyze the social and cultural anxieties evidenced in course assignments.
- Identify and analyze representations of women evidenced in readings, lectures, service and related assignments and how those representations continue to resonate and influence contemporary images of women.
- Identify, define and utilize metaphor, religious iconography and motif.
- Describe specific community events that impacted women in Providence as evidenced in the North Providence Burial Ground.
- Explain the history of cemeteries in public space.

The professor can now map current objectives with appropriate, relevant community engagement opportunities and then determine the best means for assessment:

Current Academic Learning Objective	Community Engagement Opportunity	Assessment Opportunity
Identify and analyze the cultural tensions between material and spiritual conceptions in late 19th century America and how those tensions gave rise to the Spiritualism movement.	→	Research paper in which students research and analyze the Spiritualism Movement.
Identify and analyze the social and cultural anxieties evidenced in course assignments.	→	Students will address this competency as part of large service and research projects.
Identify and analyze representations of women evidenced in readings, lectures, service and related assignments and how those representations continue to resonate and influence contemporary images of women.	→	The project will include a writing component and a presentation.
Identify, define and utilize metaphor, religious iconography and motif.	<div data-bbox="662 974 1049 1229" style="border: 1px solid black; padding: 5px; text-align: center;"> North Providence Burial Ground Historical Society (community events, archives); local cemeteries (cataloging; historic interpretation) </div>	Students will keep a weekly journal in which they reflect upon representations of women in course assignments.
Describe specific community events that impacted women in Providence as evidenced in the North Providence Burial Ground.	→	Students will be asked to identify and interpret literary tools in class discussion and in weekly journal assignments. Students will address issues through a negotiated, community-based, action research project.
Explain the history of cemeteries in public space.	→	

Four Guiding Questions

There are four basic Guiding Questions that should help you in organizing and constructing a service learning course. You will need to address these four questions as you begin to plan the service learning component in your syllabus. The syllabus should include specific educational outcomes and an explanation about why you have included service learning in your curriculum. Please keep in mind that the end result will help you define clear expectations for your students.

- **Engagement** — Does the service component meet a public good? How will the community be consulted and how will the campus-community boundaries be negotiated?
- **Reflection** — Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is important?
- **Reciprocity** — How will your students and the community teach and learn from one another?
- **Public Dissemination** — How will the service work be presented or returned to the public?

Potential Student Learning Outcomes for Service-Learning Courses

Understanding Course Content

- Improve student learning through obtaining, analyzing and synthesizing data and using it to evaluate the community problem in light of concepts and theories presented in class
- Demonstrate relevance of community experience to course content

Awareness of Community

- Increase students' knowledge of community issues, needs, strengths, problems and resources
- Increase sensitivity to major aspects and characteristics of issues, causal and correlative factors, associated issues, and the nature of public and private organizations addressing the issues
- Understand relationship between democracy, politics, and civic participation
- Identify and analyze composition of off-campus community, including social, cultural, demographic, life-style, religious and other factors
- Identify community-based public and private programs that provide assistance and advocacy

Involvement with Community

- Increase quantity and quality of student interactions
- Improve students' attitudes toward involvement
- Gain meaningful feedback from community
- Improve reciprocity and interdependence between community and students

Commitment to Service

- Improve students' attitude toward service
- Make life-long commitment to social responsibility, especially when holding future leadership position
- Remove barriers to future service
- Instill positive reactions to students' demands and the challenges of service
- Learn to value personal involvement in community for socially constructive purposes
- Demonstrate concern for welfare of others in broader community

Career Development

- Help students make career decisions
- Expose students to career opportunities
- Match students with career-building service opportunities
- Develop professional skills related to prospective careers
- Use leadership skills
- Develop personal leadership style
- Improve self-esteem, sense of personal worth, competence and confidence in one's ability to make a difference

Self-Awareness

- Improve students' awareness of individual strengths
- Help students set limits, goals, decrease fears.
- Help them to change preconceived understandings
- Expose them to options and points of view other than their own
- Understand their own values and skills
- Take responsibility for consequences of one's own actions

Sensitivity to Diversity

- Improve students' attitudes
- Improve understanding of diversity
- Increase students' knowledge of new communities

- Respect and appreciate different perspectives within diverse populations
- Understand cultural traditions and their relationship with American and world societies

Sense of Ownership

- Help students develop autonomy and independence from faculty
- Improve students' comfort with their roles as learners
- Have students assume responsibility for community projects
- Help students develop a sense of their own role in the community partnership
- Enhance appreciation of value of course content
- Develop commitment to life-long learning
- Explore altruistic and social justice motivations for community participation

Communication

- Develop students' oral and/or written communication skills
- Improve student recognition of importance of communication
- Use variety of ways to articulate information (written, verbal, art, media, etc)
- Learn to collaborate and negotiate to resolve conflict

Critical Thinking

- Improve students' ability to think, apply information to problem solving, and analyze information data and concepts
- Students formulate plans within contextual constraints
- Apply theoretical concepts
- Increase complex problem-solving ability

Valuing Pedagogy of Multiple Teachers

- Help students realize roles of various participants in learning: student peers, community members, faculty and community at-large

Improving Life Skills

- Demonstrate skills and attitudes needed for learning from experience (observing, interviewing, asking questions, thinking for one's self)
- Learn to gather information
- Have new experiences: take risks, accept challenges, assume new roles
- Demonstrate necessary leadership skills such as those needed to plan, recruit, orient, train, motivate, evaluate, assess needs and create budgets
- Formulate or clarify personal values, attitudes, ethics and beliefs
- Demonstrate independence, autonomy, assertiveness
- Take responsibility for one's own actions
- Demonstrate perseverance in the face of difficulty

Designing Community Engagement Component

Review your learning objectives. Then ask yourself:

- 1) What kind of community partner might connect to your learning objectives? Where is the partner located?
- 2) Who would the student work with?
- 3) How many “contact hours” do you think would be necessary for students to authentically engage with the community in order to achieve the course learning goals?

Blooms Taxonomy & Service Learning-related Action Verbs:

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	Identify	Manipulate	survey	grade	produce
discover	indicate	Paint	advertise	measure	rearrange
duplicate	Infer	Prepare	appraise	predict	rewrite
enumerate	relate	produce	Break down	rank	role-play

8 Block Table for Designing and Implementing Service Learning Exercises or Courses
(Carlton College)²

Project Design	Community Partner Relations
Building Community in the Classroom	Building Student Capacity
Problem Statement	Project Management
Assessment of Learning	Reflection and Connections

Block I - Project Design

Regardless of the project you choose, it has to be consistent with the learning goals of your class and it has to be something that your students are going to be able to do. Answering some basic questions will get you started with project design.

Some basic questions to get started with project design:

- What are my learning goals for this course?
- Which of these learning goals could be achieved through service learning?
- How ready are the students for the project work?
- What teaching needs to be done?
- How will I manage the logistics?
- How will I assess this work?
- What resources will the students require?

² Retrieved from <https://serc.carleton.edu/NAGTWorkshops/servicelearning/8block.html>

Block 2 - Community Partner Relations

Working with a community partner on a problem that is important to them is very exciting for your class. Careful planning can keep this relationship running smoothly. Discussions and agreements ahead of time should explore several areas.

Some useful considerations for successful partnerships:

- Partner's needs must match your learning goals
- Partner knows and understands your goals
- Roles and responsibilities must be well defined
- Outcomes should be planned and agreed upon, agree upon the deliverable outcomes
- Responsibilities for student supervision must be discussed and clearly understood
- The partner should have a clear idea of the level of student competencies
- If the partner is part of the evaluation process, this should be clearly defined
- The time frame for completing the work and delivering must be agreed upon
- You should be clear to the partner and they to you about what defines success
- It may be helpful to jointly write a letter of understanding
- The partner should know that you expect; a project statement can help define this

Block 3 - Building Community in the Classroom

Learning how to work effectively in a team is a vocational skill desired by our students. Many service learning exercises and projects lend themselves to teamwork. If your project includes group work, you should include a component of team building in your plan. Your classroom needs to be a safe place where students can take risks. If the project lasts more than several weeks, check in to monitor and sustain good teamwork. If your students are new to group work and service learning, it is important that you explain why and how the class will be different.

Block 4 - Building Student Capacity

To do successful work on their service learning project, students need to learn skills and concepts, the learning goals of your class. You need to decide how to teach these skills and concepts. Traditional methods can work well.

Some tips to build student capacity:

- Inventory what skills are already there
- Set realistic goals for what your students can master
- Think of ways to guarantee, or at least promote, success at the start
- Deliver skills and concepts just when they are needed (Visit the [Pedagogy in Action](#) site to learn more about the [Just in Time teaching approach](#))
- Look for new ways for students to demonstrate evidence of their learning (see block 7 and its related links for more information)

Block 5 - Problem Statement

The community partner needs to provide a one-page problem statement on letterhead. This may be jointly written before the semester begins.

Some tips for creating the problem statement:

- The problem should be stated clearly in terms of the class vocabulary
- The statement should solve a problem
- The outcomes should be clear and final deliverables should be agreed upon
- The roles of class and partner should be stated

Block 6 - Project Management

To keep the project running well you have to do lots of work behind the scenes. Much of this is just like you would do for lab or fieldwork.

Guide to project management:

- Manage logistics and resources

- Provide appropriate support to build self-efficacy (Learn more about [self-efficacy](#) from the Cutting Edge Affective Domain module.)
- Keep students on track and engaged by monitoring their progress
- Motivate students through ups and downs (See the Cutting Edge web page on [motivating students](#), part of the [Affective Domain](#) module, for more information.)

Block 7 - Assessment of Learning

Assessment is important because it indicates whether or not the project has met your learning goals. Sometimes a quiz or test is appropriate and sometimes a poster or report is just the right tool.

From *Pedagogy in Action*: [Example Assessment Strategies](#), [Assessing Project Based Learning](#), [Professional Communications Projects](#)

- Assessments should be appropriate to your institution, department, or school
- Examples include, but are not limited to, exams, quizzes, papers, reflections, portfolios, performances, or exhibitions
- An early quiz may determine whether the students are prepared for the project
- A good assessment clarifies the objectives from the start, sets quality criteria, and provides students with motivation to persevere

Block 8 - Reflection and Connection

Learning done in a community context can be very energizing to your students. With help, they can make connections between the concepts and skills you want to teach and their community and how it functions. They can understand the exciting aspects of geoscience careers much more clearly. You need to take advantage of this through using any one of several reflection tools.

- Debriefings
- Guided writing with questions
- Journals
- Interviews
- Free writing

Step Two: Planning Course Instruction and Activities

Competencies

After completing this unit, you will be able to:

- Identify key components of a service-learning class.
- Review critical elements of service-learning course syllabi.
- Plan for effective service-learning course instruction and activities.
- Understand the role of reflection in linking learning and service.
- Identify strategies for fostering reflection and critical thinking.
- Identify roles for students and community partners in service-learning curriculum development.

Overview:

Service-learning courses contain several key elements that set them apart from traditional classes. The main differentiator of a service-learning course is that part of the curriculum is delivered outside of the classroom and within the context of the community. Some of the common problems that can occur in service-learning can be proactively addressed by involving community partners in curriculum design. It is important to anticipate challenges that are frequently encountered in service-learning and consider what approaches might be effective in addressing them. An integrated and interactive approach to curriculum design is helpful in ensuring that expectations are matched, execution of the course is time-efficient, and goals are aligned.

Some helpful points include:

- Institutions should avoid an “ivory tower” orientation in words and in appearance
- Conduct mutual site visits to bring the “academic forum” into “community territory,” forcing both sides to venture outside of their comfort zones in the attempt to find a middle ground
- Suggest ways for community partners to supplement discussions with self-education
- Work together to set clear expectations as to roles, activities, and accountability for all sides
- Resist the temptation to determine community needs and program content unilaterally
- Relationships require regular nurturing. Trust may take years to build, but only one bad project to ruin

Tips to Get Started:

- ✓ Establish learner outcome and competencies.
- ✓ Determine whether the course selected is appropriate in terms of achieving its objectives in a community setting. *Not all courses are meant for or are considered useful for community-based service-learning experiences.*
- ✓ Define a service-learning experience.
- ✓ Select the type of placements, projects, or activities that facilitate the service and learning related goals.
- ✓ Determine the appropriate structure and requirements for the service and learning components. Determine how students will be graded.
 - ✓ Determine how the partnership may facilitate student learning. What role will members of your partnership play in facilitating student learning? Some examples of the potential role community partners can play include but are not limited to: facilitating reflection discussions, mentoring students in the community, presenting to students on issues related to course content, and guiding or participating in community-based research activities with students.
 - ✓ Incorporate meaningful reflection activities.
 - ✓ Determine the appropriate classroom workload for the course.
 - ✓ Develop a course that may be structured from past or current student service projects.

- ✓ Consider different strategies for continuing the partnership and course activities during academic breaks.
- ✓ Identify opportunities for student and community orientation to the service-learning.
- ✓ Identify opportunities to prepare community partners for their role in teaching and supervising students.
- ✓ Identify appropriate assessment strategies for the course.
- ✓ Ensure that time, staff expertise, and facilities are available within and outside of the academic institution.
- ✓ Determine if the course is feasible in terms of community expectations.
- ✓ Ensure that the course is appropriate in terms of students' learning the content.
- ✓ Ensure that the course incorporates civic/public issues to which the students' community-based activities might lend themselves.
- ✓ Ensure that the course allows students to develop their critical thinking skills.
- ✓ Identify opportunities for interdisciplinary or multidisciplinary learning among faculty, student and community leaders.
- ✓ Ensure that the course is capable of fostering in students a tolerance and acceptance for diversity.
- ✓ Ensure that the course is capable of addressing community strengths and assets as well as needs.
- ✓ Identify meaningful opportunities to involve students and community partners in the development of the course and activities or to lend their educational skills during the course.
- ✓ Develop opportunities within the course for involving students and community partners in planning and implementing community activities.
- ✓ Do not wait until the plan is 100% perfect to launch.

Unit 4 Handout: Continuum of Community-Based Learning Experiences

This matrix has been designed in order to assess which courses and learning experiences have the potential to promote student learning and community benefits. Advancing towards the end of the spectrum – column 5 – increases the potential for creating meaningful student learning experiences and community partnerships. This matrix can be used during partnership planning and curriculum development meetings. This matrix has been adapted from Community-Based Public Health: A Partnership Model, edited by Thomas Bruce and Steven Uranga McKane. Copyright, 2000. Permission granted by the American Public Health Association.

Criteria	1	2	3	4	5
Course goals	Community-based competencies are mentioned in course goals and objectives	Strategies to develop community-based competencies are described	Strategies to develop community-based competencies are strongly emphasized	The development of community-based competencies is a central component of the course	Primary goals of the course are to develop community-based competencies
Partner	Primary Care Treatment Facility, e.g., hospital	Primary Care Prevention Center, e.g., community health center	Agency working with community members	Community group in coordination with an institution	A grassroots group, serving vulnerable populations
Exposure	In the “community” one time to observe	In the community partial time, e.g., a section of the class	Frequent visits to the community	On-going regularly scheduled visits to the community	In the community full time in order to enhance partnerships
Product	A single presentation to community members	A student-initiated report to be used by a community organization or institution	A report, tool, or educational material to be used by the community, developed with some community input	A report, toolkit, or educational material developed with substantial community input	A community-initiated product with sustainable value, reflecting an understanding of local assets, created in partnership with students

Classroom	Focus of class is community-based issues and work, but no time spent with community members	Course occasionally brings people of the community into the classroom to participate	Course regularly brings people of the community into classroom to participate	Faculty and community members together develop and plan a course that includes regular community participation	Faculty and community members in partnership to teach an interactive class, integrating students from several departments
Disciplines	One faculty teaching community issues from the perspective of a single discipline	One faculty member teaching a multidisciplinary approach focused on community-based health	Joint teaching by faculty from at least two disciplines	Faculty from different disciplines structure a course with content from different disciplines	Faculty from different disciplines structure a course that goes beyond the parallel use of different disciplines to engage in multidisciplinary inquiry

Selecting Texts and Other Learning Resources:

Ted-Ed

<https://ed.ted.com/educator>

PBS Education

<https://www.pbs.org/education/>

YouTubeEDU

<https://www.youtube.com/education>

[My Playlist](#)

Facing History

<https://www.facinghistory.org/educator-resources>

Teaching Tolerance

<https://www.tolerance.org/classroom-resources/lessons>

Social Justice Books

<https://socialjusticebooks.org/booklists/>

[Syllabi Archive – Campus Compact](#)

Reflection Activity Resources:

Journaling

A Primer Journaling is one of the best reflection tools. Ideally, the program or project would allow for a ten to fifteen minute period every day for the volunteers to journal; preferably at the end of the day or during/after a debriefing. It is helpful if staff or the project leader provides substantial structure to insure quality, conscientious journaling, and even more helpful if the person leading the reflection activity is journaling him or herself! Regardless of the time allotted, it is important to encourage participants to write whatever comes to mind, and to not worry about grammar, spelling, punctuation, etc. This entails a commitment to confidentiality that nobody will ever share what they have written unless they want to. You also want to be definite and clear about the time allotted, (five to fifteen minutes) and let them know when it is almost finished.

Journaling Methods Clusters

Have people shout out words or phrases that describe the day. Ask each person to take two minutes to write five or six words in random spaces on their journaling page. Give a short speech about the interconnectedness of everything, the web of life, Quantum Physics, or whatever and ask them to do a free write focusing on those five or six items and how they are related.

The Critical Incident

Choose an incident that involved the entire team and give them a couple of minutes to think about the incident. Then ask them to write a detailed, factual report of what happened, making sure to answer the four “W” questions, “who, what, where, when.” You can then have participants share their stories to see how they differ from another. In this journal, students analyze 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 you 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? (Julie Hatcher, Indiana University-Purdue University at Indianapolis)

Dialogue

This is a good journal choice for developing observation and communication skills. Ask participants in the morning to pay special attention to conversations they hear throughout the day, including light conversations between staff and volunteers, volunteers and sponsors or stakeholders, etc. Ask them to pay special attention to mannerisms, accents, and the tone of the conversation. Later, have the participants pick a dialogue and duplicate as closely as possible how it went. This should be done in a light-hearted manner on a light-hearted day to avoid a “bashing” session. This is an exercise that gets better with time, as their observation and retention skills improve. Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the faculty to read and comment on. While labor intensive for the instructor, this can provide continual feedback to students and prompt new questions for students to consider throughout the course. (Suzanne Goldsmith, 1995)

Different Perspectives

A great one for developing empathy skills. Ask participants to recall a specific occurrence from the day that involved some degree of conflict. Ask them to assume the viewpoint opposite that which they actually held during this conflict (or the viewpoint they were the least empathetic with) and write a description of the conflict from this perspective. This can include what happened, their role in it, what they want, what they envision as the ideal solution. Good debrief questions are, “How did it feel to do this writing, how were you able to get in their shoes or how was it difficult, what is one thing you realized through this writing.” Double-entry Journal: When using a double-entry journal, students write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation for a more formal reflection paper at the end of the semester. (Cross and Angelo, 1993)

Exit cards

Brief note card reflections turned in at the end of each class period. Students are asked to reflect on disciplinary content from class discussion and explain how this information relates to their service involvement. Exit cards can be read by instructors in order to gain a better understanding of student experiences. Instructors may want to summarize key points and communicate these back to students during the next class. **The Fly on the Wall:** Ask participants to take a couple moments to reflect on the day (where they've been, what they've done, whom they've worked with, tools they've used). Then ask them to pretend they were a "fly on the wall" observing but not participating in the scene, and write a short descriptive passage based on their observations. You can also use any animal or plant or person that was near the project site.

Guided Imagery

Encourage participants to relax, close their eyes, get comfortable, notice their breathing, etc. and read a guided imagery. Then, ask the participants to free-write about what they experienced. **The Free Write:** The easiest and perhaps most effective journaling method, wherein people that think they "can't write" or "have nothing to say" realize how much and how well they can write. For a predetermined amount of time participants engage in continuous writing by keeping their pens moving . . . even if only to write, "I don't know what to write." It is helpful to trigger the free-write with an open-ended sentence such as "I don't think I'll ever forget . . ." or "If I could do one thing differently, I would . . ." or make up your own! Let participants know when they are nearing the end of the writing time, and then ask them how it went. **Highlighted Journal:** Before students submit the reflective journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the instructor to identify how the student is reflecting on his or her experience in light of course content. (Gary Hesser, Augsburg College)

Key Phrase Journal

In this type of journal, students must integrate terms and key phrases within their journal entries. The instructor can provide a list of terms at the beginning of the semester or for a certain portion of the text. Students could also create their own list of key phrases to include. Journal entries are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Julie Hatcher, Indiana University-Purdue University at Indianapolis)

The Letter

Have participants write a letter to themselves, a relative, a historical figure, a political figure, etc. describing the project and what it means to them, or ask for some piece of advice, etc. **Personal Journal:** Students write freely about their experience, usually done weekly. Students submit personal journals periodically to faculty, or keep as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Julie Hatcher, Indiana University-Purdue University at Indianapolis)

Three-part Journal

Students are asked to divide each page of their journal into thirds, and write weekly entries throughout the course. In the top section, students describe some aspect of the service experience. In the middle of the page, they analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Robert Bringle, Indiana University-Purdue University at Indianapolis)

Good Reflection Writing/Sharing Questions:

- What is service? What is the difference between service and volunteering?
- Has your definition of service changed? Why? How? Should everyone do service?
- Describe a problem the team has been having. List possible solutions.
- Make a list of the skills used and learned on this project.
- What have been the best and worst parts of this project?
- Describe a person you met on your project. What are their attitudes about the project, where might those attitudes have come from?
- What communities/identity groups are you a member of? How might this be related with your commitment to service?

- Have you ever felt hopelessness, despair, discouragement or burnout related to your service? How have you dealt with this? How can reflection help?
- What are some of the problems facing the world today? (mind map) How does your service connect or address these issues?
- Identify a person, group, or community that you got to know this year, who is significantly “other” for you. What are the needs or challenges facing them that particularly got to you? What is one way in which you’ve allowed yourself to be changed as a result of knowing these folks?
- What community need, work challenge, or public issue have you given the most deliberate, critical, analytical thought to this year? What are some factors and facts you looked at, data you considered? Who or what resources did you consult?
- Over the next two years, what’s one issue or challenge you would like to be a more respected authority on? How will this be a challenge for you?
- Dedicating ourselves to service rather than selfishness or our own comfort can be scary. We risk honestly getting to know others who are different, and come face to face, day after day, with pain, abuse, hatred, violence. What are two fears or inner worries you have, that somehow keep you from being the person of service you hope to become? What is something in your life that brings your courage, that gives you hope?
- What is one way in which you expect the community you are serving to nourish, nurture, or satisfy you? What are two ways you will take responsibility for that community?
- Summarize the most important things you will take with you from the experience.
- Your commitment to service can involve many things, including keeping your word (also being realistic when we say “yes”) and resisting the temptation, at least some of the time, to move on to new causes and needs. Think of something this year that you really didn’t want to continue doing, but you kept doing it the best you could. Was there something you got out of that?
- How is the concept you are currently learning about in class reflected in a recent situation at your service site? What are the similarities and differences between the concept and reality?
- If the situation is different in practice (at your site) than in theory (in class), why do you think this is? Why might agencies and people do things differently than theory? What explains the difference?
- If the situation is the same or similar in practice and theory, what can you predict about the outcomes for the clients the agency serves? Will efforts be successful? Why or why not?
- How is the agency or school meeting the needs of its community, and are these efforts effective? Using information you are learning in class and at the site
- Critique the agency’s efforts using a SWOT analysis (Strengths, weaknesses, opportunities, and threats (internal and external)).
- List some alternative methods for meeting the needs of the population you are serving. Based on what you are learning in class, why would these methods be good responses to the issues or problems you have observed?
- Before you interact with the agency’s clients or school’s students, what expectations, assumptions, and “prejudgments” do you have? Where did these come from, and why do you think you have them?
- After doing service learning for a few weeks, how have your previous expectations assumptions and prejudgments about the nature of the agency or its clients changed or strengthened? Why?
- At your service site, what are you learning about the people or agency you are serving?
- How does this learning compare to what you have learned in class?
- Point out any information you are learning in class that reinforces or challenges what you know from your service experience.
- How is this agency or school valuable to its community and our society? What role does it play in the community?
- What useful skills did you discover while serving? How might you apply these newly discovered skills in other situations?
- How did you refine existing skills and develop new ones?
- Did you use a skill at your service site that you didn’t think you would need or use? Why?
- Describe something you learned as a result of a disappointment or a “failure” during your service experience. How does this new learning translate into your life beyond this class, i.e., how will you apply this learning after this course ends?

- What is happening that is positive about your experience? What does this tell you about yourself or about the site?
- How did you feel today at your service site? What motivated you to continue serving at this site? What does this tell you about yourself and what you are learning in class?
- How does this experience connect to your long-term goals, and what knowledge from your service activity will you utilize to reach these goals?
- How have you changed as a result of this service experience? How will these changes influence your future behaviors?
- Describe ideal citizens and what qualities they possess, what values they hold, and what actions they take within their communities. How has your service experience informed your image of an ideal citizen?

Other Reflection Activities

The following strategies are based on Robert Bringle and Julie Hatcher's "Reflection in Service Learning: Making Meaning of Experience" (1999) as well as examples from community college faculty around the country. The activities presented here have been adapted by Diane Sloan, Miami-Dade College, and Toni S. Hartsfield, formerly of Bellevue Community College.

Class Discussions (Structured)

This is a technique where faculty creates questions to guide group discussion in the classroom. Use structured reflection sessions during regular class time and throughout the course, if all students are involved in service, or modify class discussions if some students are not in service. Students can learn about the diversity of services and populations, see connections between different populations and agencies, collectively share successes and problem-solve challenges at their sites, and learn about societal patterns. For sample reflection questions, see above.

Class Presentations

Class presentations are an effective technique to use during the middle and at the end of a course, and can be designed for individuals or groups. Faculty should have clear and well-defined expectations and criteria for these projects, so students will understand how faculty will evaluate their learning and the quality of the presentations, with emphasis on the former. Students share their learning with peers through a video, slide show, bulletin board, PowerPoint, Web page, panel discussion, or a persuasive speech. This is an opportunity for students to synthesize and summarize their learning over the entire course and connect the classroom knowledge and out-of-classroom learning. It gives students a chance to practice their presentation skills and to display their work in a public format. A similar presentation can be offered to the community agency as a final recognition of the students' involvement.

Community Mural

Creating a mural is a more nontraditional approach to student reflection. This technique enables students to express feelings and learning from the service experience and also allows for a creative collective statement about aspects of an issue facing a community. Murals are excellent final projects for the end of a course, and can be developed in concept and final product over the entire length of the course. Students can use various sources (magazines, newspapers, other art materials) to build their mural. Faculty can use class time or out-of-class time for this work. Faculty need to define well the criteria for evaluation of content, yet allow freedom for means of expression. Display final projects at a community site or on campus. In addition, students may want to create a community mural that can be permanently displayed at an agency or community site. Adapted from the Reflection Toolkit compiled by Toni S. Hartsfield.

Contracts and Logs

Service learning contracts and logs formalize the learning and service objectives for the course and may be used from the beginning to the end of the coursework. In concert with the faculty and agency supervisor, the student creates a contract that outlines learning and service objectives and identifies the range of tasks to be completed during the service experience, as well as the goals to be achieved and skills to be learned and/or refined. A service log is a continuous summary of specific activities completed and progress towards accomplishing the service learning goals. Students can use the contract and the log to assess their progress toward meeting the identified objectives and reflect on how the experience affected their ability to complete tasks and achieve their goals and objectives. Students could also submit these items as part of a service learning portfolio.

Directed Readings

Directed readings are additional readings outside of the traditional course textbooks that provide a broader or local context of social responsibility and civic literacy that can be used throughout the course. These readings are a means of enhancing a systemic understanding of societal concerns of students engaged in service. Faculty can use directed readings to challenge students to apply their current knowledge within a discipline to current social needs and current events. Directed readings take all literary forms (newspaper articles, short stories, novels, poetry, essay, etc.) and can become the basis for class discussions or directed writings. Faculty can also allow students to create their own list of directed readings through web searches for key words, such as citizenship, service learning, civic responsibility, individual rights and responsibilities, etc.

Directed Writings

Faculty can use directed writings throughout a course to prompt students to reflect on their service experiences within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, concepts) and structures a question for students to answer (see Sample Reflection Questions in Section 2). Faculty can provide a list of directed writings at the beginning of the course, or distribute it to students as the course progresses. Faculty can also ask students to create their own lists of directed readings/questions based on the course textbooks or materials. Directed writings allow students to analyze course content critically and apply it to current problems and issues.

E-mail Discussion Groups/Blackboard Discussion Groups

Through e-mail or blackboard, students can create a dialogue with the instructor and peers involved in service projects. This dialogue can be ongoing (weekly) or directed at certain times throughout the course. Students write summaries and identify critical incidents that occurred at the service site. Students can rotate as a moderator of the discussion every two weeks. Instructors can post questions for consideration and topics for directed writings. A log can be printed to provide data about group learning that occurred from the service experience. Students are able to connect with other students about issues at their sites, help each other solve problems, identify patterns in their service learning, and have open discussions about societal issues. Faculty may not want to grade content from these discussion groups, but provide incentives for all students to participate.

Essays

Reflective essays are a more formal example of journal entries, and are created via essay questions provided at the beginning of the course. Students are expected to submit a specific number of essays (usually two to three) during the term. Reflective essays can focus on personal development, academic connections to course content, or ideas and recommendations for future action. As with any essay, faculty should clearly state the criteria for development and evaluation of these essays. (Chris Koliba, Georgetown University)

Ethical Case Studies

Faculty can require students to create a case study based on their experiences at their service site, and use these case studies in the middle or at the end of a course. The case study should include a description of the context, the individuals involved (respecting confidentiality), and the controversy or event that created an ethical dilemma. Students present their case study to the class, and the class then discusses the situation, identifies the issues, discusses how they would respond to the situation, and gives reasons for their responses. Ethical case studies allow students to analyze a situation, practice ethical decision making as they choose a course of action, and explore and clarify values. (David Lisman, Community College of Aurora)

Experiential Research Paper

An experiential research paper, based on Kolb's experiential learning cycle, is a formal paper that asks students to identify a particular experience at the service site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, faculty ask students to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in interdisciplinary courses and provides students flexibility within their disciplinary interests and expertise to pursue issues experienced at the service site. Class presentations of the experiential research paper can culminate semester work. (Julie Hatcher, Indiana University-Purdue University at Indianapolis)

Free Association Brainstorming

This reflection session takes place right after the end of the first third of the service experience. Students have 10-20 “post- it” notes or cards and write down all of the feelings they had when they first heard about their service learning requirement. Third, they write down all of the feelings they had when they experienced their first “field encounter.” Finally, they write down all of the feelings they are having “right now”. Encourage them to write down as many different brainstormed thoughts as possible (one thought/word for each card). Students then distribute their post- it cards across three different sheets of newsprint paper posted around the classroom: one sheet with a large happy face, one with a sad face, and one with a bewildered face. Students should place their cards on the newsprint sheet that matches most closely with their feelings. Then have them stand next to the newsprint in which they posted most of their feelings. Faculty may ask students the reasons why they are standing where they are and what they expect for the remainder of their service experience. This exercise is non-threatening, involves both writing and speaking, and allows for both public and private reflection. (Diane Sloan, Miami-Dade College)

Group Exercises

Faculty can use the following group exercises throughout their courses, and can create their own variations in order to draw out from students the cognitive and emotional reactions to course content and the service experience.

Fish Bowl

Faculty asks for volunteers (5-7) to be in a circle in the middle of the room. The remaining students form a large circle outside of the inner circle. In essence, students form a set of concentric circles. Faculty provides the inner circle with open-ended questions about content in the class and their service experiences, and encourages students to maintain a discussion. If a student from the outer circle has something to add to the discussion, that student joins the circle and replaces an inner circle student. Important to this reflection technique is a clear set of ground rules (all ideas are respected, replacing a student happens after he or she is done speaking, and there is no talking from the outer circle). This activity allows for students to speak freely about sensitive topics and allows for both internal and external processing, public and private reflection. Faculty may also enlist help from all students in the class for questions to ask the inner circle.

It's My Bag

Students find a bag at home (any bag) and fill it with one (or two, depending on time) item(s) that remind them of how they feel about their service learning project. Students bring the filled bag to the reflection session, and explain their item(s) to the rest of the class. The item(s) that they bring usually turn out to be inspiring visual aids that bring out excellent comments. Students are given a chance to think metaphorically about their experience and connect the abstract with the concrete. (James Wolf, Miami-Dade College)

It's Your Thing/Express Yourself

This reflection exercise is a variation on a class presentation and might take a significant time (several weeks) for students to prepare. Thus, this is a good technique to use as a final project, with checkpoints throughout the course. Students can create the final project as an individual or with a group. If the faculty is limited on class time, this works best as small group projects. By using poetry, visual art (paintings, drawings, sculptures), music, individually created games or puzzles, or any other creative outlet, students reflect on their reactions and learning from their service experience. At the end of the course, students "perform" their final work. This exercise allows for the development of creativity, group skills, and challenges students to communicate in nontraditional ways. (Michael and Donna Lenaghan, Miami-Dade College)

Small Group Week

This is a simple alternative to full-class reflection sessions when the faculty wants students to have a maximum amount of time to talk individually. Divide the class into groups of no more than 10-12 students, and then assign each group to a different day for group reflection. Groups not attending a reflection section can work on out-of-class assignments. Students will feel more comfortable sharing more significant material in smaller groups in a circle, and faculty will glean more substantive content during each session. Students will need a significant amount of time for self-expression as a reaction to faculty- guided questions, and will experience a greater connection between course content and their service experience. (Dave Johnson, Miami-Dade College)

Truth Is Stranger than Fiction

Best used toward the middle and end of a course, this exercise has students divided into groups of no more than three. Faculty ask students to write the most unusual story that happened to them during their service learning experience and

to be prepared to share it with their small group at the next class session. At the next class session, have students share their stories in small groups and then come together as a class. Ask representative group members to share some of the stories and what it meant to group members. Open up the discussion to the rest of the class. Faculty should be prepared to prompt students if needed. Students learn valuable writing skills, group communications skills, and have the chance to explore what situations/knowledge affects them. With student permission, faculty can collect stories and "publish" copies for all class members and/or share stories with campus service learning programs to use for community publications and other future needs. (Diane Sloan, Miami-Dade College)

Values Continuum

Faculty can use this exercise to assist students in clarifying their values and exploring the knowledge base for student opinions. This exercise can be used anytime during the course. Name each corner of the classroom as follows: Strongly Disagree, Disagree, Agree, and Strongly Agree. Name the middle of the room as Neutral. Instruct students to go to the place in the room for which they most identify after you read certain statements. Faculty can create questions based on classroom content and/or the service experience. For example, faculty may say, "I believe that individual rights are more important than the rights of the larger community," or "I believe that service to a community is the responsibility of all citizens," or "I believe our government has the responsibility to solve world problems." Once students have gone to their respective places, allow time for students to discuss with other group members their reasons for standing where they are. Have each group report back their reasons for why they believe what they do, and then allow others to "switch" to a different group if they have changed their minds. Continue discussion, and then repeat the process for as long as time allows.

Personal Narrative

Students can construct a personal account of their experience by writing in a narrative form. This allows for students to be creative in telling a story and finding their voice. Faculty could experiment with allowing students to use first or third person and assign a particular audience to whom the students address their comments. Faculty can assign this as an ongoing, midterm, or final project for the course.

Photo Essay

This is an alternative approach to reflection, which allows students to use their figurative and literal "lenses" to view their service experience and how it relates to the classroom. This is a good final project/presentation technique. Students use photographs to reflect on their service experience and can weave a main theme or concept learned in class to actual photo documents. These projects are also excellent ones to share with the campus community, the service sites, for year-end celebrations, or college and other local publications.

Portfolios

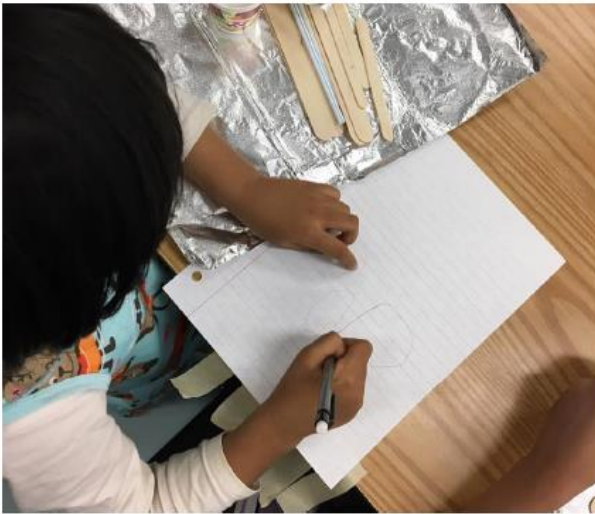
This type of documentation has become a vital way for students to keep records and learn organizational skills throughout the course, with the submission of the portfolio as a final product at the end of the course. Student portfolios could contain any of the following: service learning contract, weekly log, personal journal, directed writings, and photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, students can include a written evaluation essay providing a self-assessment of how effectively they met their learning objectives. Faculty should instruct students to keep content and format professional, as their portfolios are something they can use in job applications and interviews. Students gain organizational skills, a broad list of their skills and abilities, and a final product to use in their life planning and career search.

Publications

Faculty or community partners can assign students to create publications for their service sites, in order to market the agency's services and express the value of service to a community. This technique may be used mid-course or for a final project. Publications can include Websites, brochures, newsletters, press releases, newspaper articles, etc. Quotes in Print Faculty can use quotes throughout the course as a means to initiate student reflection. Assign students a page of quotes and ask them to pick one that represents their experience with service learning. Students can then explain why they chose a particular quote. Faculty can assign this as a one-minute paper in class (for reading aloud to the rest of the class upon completion) or as an out-of-class assignment. For examples of relevant quotes see *A Practical Guide for Integrating Civic Responsibility into the Curriculum* (Gottlieb and Robinson, 2002; www.aacc.nche.edu/servicelearning). Additional quotes may be found at <http://kirtland.cc.mi.us/~service/quotes/quotes.html> and <http://www.anselm.edu/volunteer>

Quotes in Song

Faculty can use this variation on quotes throughout the course. Students find a song in which the singer uses lyrics that describe their thoughts about the service experience. Students may find a whole song or only partial lyrics. If students have access to the song, have them play it at the end of a reflection session, after students have explained why these lyrics relate to their service experience. If students prefer to write their own lyrics for a song, allow this as an option. The class session in which these songs are “performed” usually has a festive atmosphere. Faculty may want to provide “concert souvenirs” or don concert wear to contribute to the spirit of the sessions. (Gwen Stewart, Miami-Dade College)



Considerations for Selecting a Service Site

- **Willingness to collaborate**
 - Available for regular communication (i.e., phone calls, meeting)
 - Responsive to mutual problem solving
 - Open to meeting both student needs and agency goals
 - Ability to supervise and interact with college students
- **Agency has adequate resources to orient, train, and monitor students**
 - Designated staff willing to supervise students
 - Procedures to orient and train students
 - Provides necessary space for program needs
 - Procedures to track student attendance and contributions
- **Congruence of learning and service goals**
 - Interest in learning objectives of class or program
 - Flexibility in adjusting service projects to meet learning goals
- **Identification of appropriate service activities and projects**
 - Clearly defines expectations for students
 - Provides direction for project implementation
 - Identify tasks appropriate to the knowledge and skills of students
- **Intercultural sensitivity of agency**
 - Demonstrates culture of respect for diversity
 - Receptive to working with students of different backgrounds and abilities
 - Provides orientation to culture and traditions of agency
- **Accessibility**
 - Near public transportation
 - Location is convenient for students
 - Appropriate compliance with ADA or similar statutes
- **Liability and risk management**
 - Provides information on agency's liability insurance, if applicable
 - Screens students according to agency volunteer guidelines
 - Provides safe and supervised environment for students
 - Provides training on universal precautions, if applicable
 - Provides students with procedures for crisis management

Email to Potential Speakers:

Early Summer Greetings!

Now how's THAT for an introduction!

It is that time once again for me to prepare for my Freshman Seminar course, **“Flipping the Pyramid: Leader as Servant.”** And because you add much value (and make me look REALLY good to my students), I am hopeful that you might participate – in some instances, once again; in others, for the first time. Again, I ask this of you since you are someone I have the privilege of witnessing as living out service to others and believe our freshmen will gain tremendously from your insight and experiences.

In this context, “participating” means coming to my class on a particular date to speak on a particular theme. This does not require elaborate preparation. You speak to your understanding of the topic and share your experiences and life lessons for 18 and 19-year olds. You will more than likely be joined by 2-3 other fabulous people for the same topic – so a panel as you will - and for only 50 minutes and so my responsibility is to act as a facilitator. And the students to ask questions.

Because this class is only one credit, I need to pare it back a bit. Consequently, we'll only be reading ONE book, “The Servant: A Simple Story About the True Essence of Leadership” by James C. Hunter. This book is an easy read, a series of leadership lessons folded into a narrative. It's a bit more on the spiritual side and students understand that going in. Here is a synopsis of the book:

The Servant is a story that follows John Daily, a businessman, husband and father on a short journey of discovery and growth. John, by all outward appearances has it all together, he has a top notch education, a great job, a beautiful family, a wonderful home and lots of toys. However, all is not as it seems. John is struggling with the union and his superiors at work, his marriage is in trouble, and his kids are pulling away and rebelling. In short, his world is in danger of collapse and he is oblivious to his part in all of it. He is reluctantly convinced by his pastor and his wife to go on a one week retreat at a monastery.

In choosing your theme upon which to serve as a panelist, it is often “nice” to have read the required book, but not necessary. If you would like me to purchase a copy of the book for you, I am happy to do so. If you don't really think you'll get around to reading the book, then no need to request a copy ☺ I will not think any less of you. And my wallet will be spared \$12.45. But I'm here to serve!

Below are the topics for which I am seeking panelists. Please review and when one resonates with you, click on the Google Sheets link (below, yes I am a Google Suites junky...and it prevents me from having to sort through a zillion email replies, so thank you in advance!).

For each topic, I am taking up to three panelists. You just populate your name and contact information into the field and that's that!

Topic	Description	Date
Listening	<ul style="list-style-type: none">• Active, not just passive• 360°, top to bottom• Listen completely before deciding	Monday, September 16 1-1:50 pm
Empathy	<ul style="list-style-type: none">• Separate person from their work• Walk a mile in their shoes• Personable with appropriate individuals	
Healing	<ul style="list-style-type: none">• Help your staff become whole• Consider their history• Build a future together	Monday, September 30 1-1:50 pm
Awareness	<ul style="list-style-type: none">• Self & Organization• “Sharply awake and reasonably disturbed” (Greenleaf)	
Persuasion	<ul style="list-style-type: none">• Opposite of positional authority• Convince and build consensus –quickly	Monday, October 14 1-1:50 pm
Conceptualization	<ul style="list-style-type: none">• B.H.A.G. but S.M.A.R.T.• Make time for strategy	

Foresight	<ul style="list-style-type: none"> Consequences of present decisions on future outcomes 	Monday, October 28 1-1:50 pm
Stewardship	<ul style="list-style-type: none"> Entrusted with resources of others Return on investments 	
Commitment to the Growth of People	<ul style="list-style-type: none"> “Green and growing or ripe and dying” (Hunter) Not just your favorites 	Monday, November 11 1-1:50 pm
Building Community	<ul style="list-style-type: none"> Effectiveness Camaraderie 	

For my planning purposes, and since I'll be gone most of July, I am hoping to know of your interest – through the Google Sheets! – **by July 1**. Essentially, if you successfully signed up, you're in! The next step would be hearing from me at the end of the summer with confirmation, location, map, etc.

<https://docs.google.com/spreadsheets/d/1ujTUnc-cQCe5XkpBl8fT7eYDb68J6mK6AXqv6oYoh7A/edit?usp=sharing>

Thank you SO much for considering! My life is the better for knowing you and the same will hold true for my students. If you have any questions, don't hesitate to reach out to me.

Fondly,

Julie

Checklist for Community-Based Organization Visit

<input type="checkbox"/> Arrange an In-Person Site Visit	SLO and faculty
<input type="checkbox"/> Discuss the service-learning objectives of this placement	SLO and faculty
<input type="checkbox"/> Talk about the mission of the community-based organization (CBO) and share the university's and service-learning office's missions	SLO and faculty
<input type="checkbox"/> Discuss the nature of the service-learning placement <ul style="list-style-type: none"> <input type="checkbox"/> How many students will be placed? <input type="checkbox"/> How will their schedules be determined? <input type="checkbox"/> How will their work fit in with their academic objectives? What will students learn that they can apply to their academic discipline(s)? <input type="checkbox"/> What role should the SLO play in orientation before students are placed? What orientation does the CBO provide? <input type="checkbox"/> Who will supervise students? How can this person be contacted? Is there a back-up supervisor? Who should students call if they will be absent or late? <input type="checkbox"/> Do students need fingerprinting or background checks? Any certification? Who will pay for this? 	Conversation between SLO, faculty member and CBO. Ideally, the executive director as well as anyone who will supervise students should participate in this meeting.
<input type="checkbox"/> Logistics <ul style="list-style-type: none"> <input type="checkbox"/> What will students need to do to check in at the site? <input type="checkbox"/> How will students track their hours at the site? <input type="checkbox"/> What type of clothing should students wear? (i.e., closed-toed shoes, professional dress, casual dress) <input type="checkbox"/> Where should students park? Where are the closest bus and train stops? <input type="checkbox"/> What hours of the day can students volunteer? <input type="checkbox"/> What training would the CBO like the students to have prior to them being placed? Can the SLO provide this? Where? When? <input type="checkbox"/> Will the students meet with their site supervisor prior to their first day of service? <input type="checkbox"/> Where will the students work? Are they provided with computers or other materials they will need? Will students be asked to bring any materials with them? <input type="checkbox"/> Will students be reimbursed for anything? Mileage? Purchases? <input type="checkbox"/> Will the students be driving a company car? Verify CBO insurance coverage and obtain a copy for your file. <input type="checkbox"/> Will the students be asked to become official volunteers of the CBO? Will they be asked to sign a waiver or fill out any other forms? <input type="checkbox"/> Who should the university contact at the CBO in case of an emergency? Who should they recommend the CBO contact at the university? 	SLO should obtain all the information it needs in order to provide a comprehensive training/orientation for students. The CBO may also request that the students go through on-site training, or have specific training prior to their service.

SLO = Service-Learning Office
 SLD = Service-Learning Director
 CPC = Community Partnerships Coordinator
 CBO = Community-Based Organization

<p>☐ Risk Identification</p> <ul style="list-style-type: none"> ☐ Does the CBO provide a safety orientation? ☐ Will students ever work unsupervised with clients? ☐ Will the CBO request emergency contact information? How will it be used? If requested, SLO should have a copy. If the CBO is not collecting the information, the University should. ☐ Will the CBO cover liability insurance? Workers' Compensation insurance? Does the CBO have any other types of insurances for volunteers? How will the students be covered? ☐ Outline the specific risks involved in this placement. Are there any risks inherent to the community? ☐ Discuss how all of this information will be incorporated into the <i>Service-Learning Agreement</i>. 	<p>Once the nature of the SL placement is clear, the risks of these placements should be specifically taken into consideration.</p> <p>SLO should collect any forms or information the CBO will be giving students, and keep those forms on file at the university.</p>
<p>☐ Tour of Site</p> <ul style="list-style-type: none"> ☐ CBO should give the university staff and/or faculty member a tour of any facilities or sites in which service-learning students will be working. ☐ CBO should introduce SLD/CPC to any staff members who will supervise students, or work directly with students. ☐ SLD/CPC should be looking for any potentially risky situations and CBO should bring any risk factors to the attention of the SLD/CPC. 	<p>This is an important step so that the SLO and faculty member can see the situation their students will be working in, and ask any questions that may come up as they see the facilities. The risk manager can give you a list of "things to look for".</p>
<p>☐ Evaluations</p> <ul style="list-style-type: none"> ☐ What evaluations/surveys will be requested? By whom? Filled out by whom? ☐ At what times throughout the service experience will surveys/evaluations be requested? ☐ How will the information from the surveys be used in the future? 	<p>SLO and faculty member should explain why they are collecting evaluations, and ask if there are any that the CBO would like to have completed.</p>
<p>☐ Privacy Rights</p> <ul style="list-style-type: none"> ☐ Are students allowed to take pictures or video? ☐ What specific policies apply to the clients served? 	<p>Faculty should inform CBO of any research or writing that students will be asked to do that may pertain to clients.</p>
<p>☐ Preparing All Signed Forms and Agreements</p>	
<p>☐ Service-Learning Agreement (SLA)</p> <ul style="list-style-type: none"> ☐ Should include all aspects of the partnership that were discussed about during the site visit. ☐ Must be signed by the contracts and procurement office at the university, or another authorized signatory for creating a partnership with the university. 	<p>The SLO should format the SLA and have the contracts and procurement officer or other authorized signatory sign off, then discuss the SLA with the CBO. If aspects of the SLA need to be renegotiated, try to include all parties. Renegotiation is always possible. Try to find the best way to allow the placement to occur while also managing as much risk as possible.</p>
<p>☐ Learning Plan</p> <ul style="list-style-type: none"> ☐ Because the <i>Learning Plan</i> is referenced in the <i>Service-Learning Agreement</i>, aspects of the students' scope of work and nature of placement should be included here. 	

LO = Service-Learning Office
LD = Service-Learning Director
PC = Community Partnership Coordinator

Orientation Checklist

Orientation Provided Before First Day of Service

- ✓ Details related to serving at the site:
 - Mission of the Community-Based Organization (CBO).
 - Who does the Community-Based Organization serve?
 - What programs/service does the CBO offer?
 - Specific policies and procedures related to the service placement.
 - Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
 - Discuss CBO volunteer expectations.
 - Provide students with a job description detailing the work they will do (outline scope of work). Explain the types of activities that are “outside” the scope of work.
 - Give the students their site supervisor’s contact information.
 - Will the students need to meet with the site supervisor prior to beginning their service?
 - How closely will the student be supervised?
 - Who do the students call if they cannot make their scheduled service or will be late?
 - Discuss appropriate attire when providing service (based on CBO standards).
 - Provide specific training for the position.
 - What will the student learn? What qualities or skills will the students develop?
 - Review confidentiality rules for the site. Are pictures or video allowed?
 - Review the risks associated with this placement. (Risks should directly reflect those listed in the *Learning Plan*.)
 - Explain what students should do if harassment occurs. Whom do they contact?
 - Talk about service schedule (total number of hours, days and times of the week, etc.). Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
 - Who can the students contact with questions or concerns about their placement (CBO contact and campus contact)?
 - Is there a CBO training or orientation to attend? Where? When? How long?
 - Where do students check in at the site on their first day?
 - How are students’ service hours recorded? (For their course and the CBO)
 - Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that each student is responsible for getting to and from the site.
 - Who will be evaluating the students’ service? Is there a formal evaluation the CBO will fill out?

On Site Orientation – Must Occur On or Before First Day of Service

- ✓ Site Specific Information:
 - Tour of site - location of restroom and break room.
 - Where, and with whom, do students check in each time they arrive at the site?
 - Where is the logbook kept (to record service hours)?
 - Review safety rules of the site, location of emergency exits, and emergency procedures.
 - Introduce students to other staff at the agency.
 - Emergency Contact Information: ask students’ permission to share with university.
 - review accident procedures at the site and what to do if a student or client is hurt

Sample Service Learning Agreement

Agency Name: _____

Agency Address: _____

Contact Person Information

Name: _____

Email address: _____

Phone number/s: _____

Service-learning group name: _____

Service-learning group members' names and email addresses:

1. _____

2. _____

3. _____

4. _____

5. _____

Brief Description of Project (attach complete proposal): _____

Agency Contact Person: I have received a copy of the project proposal and a letter from Professor X outlining our expectations for student performance. I believe that the proposed project will be of value to my organization and will support the students' efforts related to it in the manner agreed upon by Professor X and this organization/agency/individual. I agree to complete a final project evaluation and return it to Professor X in a timely fashion. I recognize that I may contact Professor X at any time if I have a question or suggestion related to the project.

Signature _____

Unit 2 Worksheet: Guidelines for Writing a Partnership Agreement or Memorandum

The following worksheet provides key guidelines of a partnership agreement that the partnership may wish to consider when designing an agreement or memorandum that is unique to its members. All members should be involved in the discussion to identify the important components of the partnership agreement or memorandum. Space is provided to record your responses to the questions below.

Components of a partnership agreement or memorandum	Write your responses to the questions below. Your responses will build the foundation for the partnership agreement or memorandum.
What key partners are involved in the community-campus partnership?	
What is the historical legacy that has existed between the community and campus?	
What are the partnership's purpose, goals and objectives?	
What are each partner's expectations and anticipated benefits of the partnership? (i.e., faculty, community, and student)	
What are the roles, responsibilities and key tasks of each partner? How are these roles identified? Do they reflect the strengths and assets of each partner?	
What is the timeline for small and large milestones?	
How might community partners and representatives from the campus work together to address them?	
What are the partnership's outcomes?	
Whose financial resources will contribute to the partnership's activities?	

<p>How will all partners and stakeholders be oriented to the partnership activities? For example, how will students be oriented to the community agency and vice versa?</p>	
<p>How will fundraising activities be carried out (i.e., grant-writing, etc.)? Who will be responsible for identifying funding opportunities and developing proposals for funding?</p>	
<p>What resources will be allocated to the partnership activities? List these resources.</p>	
<p>What are the anticipated partnership's products, and how will the copyright and ownership issues be addressed?</p>	
<p>What is the partnership's evaluation plan of its work and how will the findings be used?</p>	
<p>How will students be supervised?</p>	
<p>How will students' service activities be monitored?</p>	
<p>How often will supervisors/faculty meet with students to review progress?</p>	
<p>What is the partnership's "feedback" strategy and agreed upon ways to address partner's concerns and achievements?</p>	
<p>What is the partnership's marketing and publicity plan?</p>	

What is the process for sharing information with the community and campus about relevant research findings produced from the partnership's activities?	
What is the process for determining authorship? For example, if articles are written about research findings how will authors be identified and cited?	
How will the partnership share credit and celebrate success? How often will celebratory events take place?	
How will the partnership ensure the inclusion of culturally competent approaches in the partnership's activities?	
What is the process for determining if the partnership will continue? What might be the conditions or criteria under which the partnership might choose to dissolve?	
What is the partnerships' risk management plan?	
What emergency procedures are in place to protect students, faculty, and community representatives?	
Other:	
Other:	
Other:	
Other:	

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