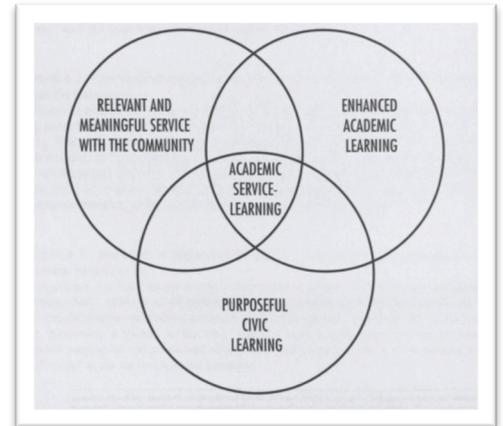


Incorporating Service Learning into your Classroom ... Creating a Service Learning Course

Three Necessary Criteria

1. *Relevant and Meaningful Service with the Community* - There must be service provided in the community that is both relevant and meaningful to all stakeholder parties.
2. *Enhanced Academic Learning* - Meaningful service with the community must also enhance student learning in both discipline specific knowledge and professional etiquette.
3. *Purposeful Civic Learning* - The course must serve the community and directly and intentionally prepare students for active engagement in a diverse democratic society. Civic learning is defined as “individual and collective actions designed to identify and address issues of public concern.” (<http://www.apa.org/education/undergrad/civic-engagement.aspx> **Source:** Michael Delli Carpini, Director, Public Policy, The Pew Charitable Trusts)



10 Principles of Service Learning

- ✓ Academic credit is for learning, not service
- ✓ Do Not Compromise Academic Rigor
- ✓ Establish Learning Objectives
- ✓ Establish Criteria for the Selection of Service Placements
- ✓ Provide educationally-sound learning strategies to harvest community learning and realize course learning objectives
- ✓ Prepare Students for Learning from the Community
- ✓ Minimize Distinction b/w the Students' Community Learning Role and Classroom Learning Role
- ✓ Rethink the Faculty Instructional Role
- ✓ Be Prepared for Variation in, and Some Loss of Control of, Student Learning Outcomes
- ✓ Delineate the Community Service Focus of this Course and Professional Skill Development

Syllabus Suggestions

1. Provide students with a rationale for the use of service-learning.
2. Explain how the community service in the course is different than that practiced in high school or as part of a college student organization.
3. Distinguish academic service-learning from internships.
4. Share your course academic and civic learning objectives with students.
5. Identify and describe the choice of service activities and sites.
6. Clearly specify methods of assessment of student involvement in service-learning.





Assessment: Include Reflection in Assessment & Class Activities

What is Reflection?

- Reflection in this context is “persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends” (Dewey, 1933, p. 9).
- Reflection requires an ongoing process of evaluating knowledge in the context of new information and experience. As Eyler (2002) asserts, “the key to effective reflection during service is continuity; observations need to be continually processed, challenged, and connected with other information” (p. 526).

Basic Elements of Reflection

- Regular individual journals, group discussions, and/or written responses
- Encourage students to think critically about the complex issues they are presented in both the course and the service project
- Track individual changes with the students who are doing the reflection
- Should encourage students to challenge and reevaluate their own biases or notions that they had prior to engaging in service

WHEN and How to reflect? Should occur prior to, during, and after service and...

1. Alone
2. With classmates and professors
3. With community partners

Specifics of reflection will depend on, *and* help establish community and academic goals.

Examples of Reflective Assignments

	Before Service	During Service	After Service
Reflect Alone	Letter to self Goal statement	Reflective journal	Individual paper Film, Artwork
Reflect with Classmates	Explore “hopes and Fears” Contrast expert views	List serve discussions Critical incident analysis	Team presentation
Reflect with Community Partners	Create contract Needs assessment	“Lessons learned”—on site debriefing	Presentation to community partner

This tip sheet is based on information in the Service Learning Course Design Workbook, published in Summer 2001 by the Michigan Journal of Community Service Learning: Howard, J. (2001). *Service-Learning Course Design Workbook*. [S.I.]: Distributed by ERIC Clearinghouse.
<https://eric.ed.gov/?q=Service+Learning+Course+Design+Workbook&id=ED457774>