Service-Learning Additional Resources

Service-Learning Best Practices and Guidelines
Assessment of Student Service-Learning Experience
Students will earn transcript-visible notation for a non-credit service-learning experience when they satisfy all of the following minimum requirements to be supervised and verified by an OSU faculty member.
Student Checklist of Minimum Standards for Service-Learning Experience Transcript Notation
- ☐ Community project completed that addresses and meets an authentic community-identified need and <u>challenges students to integrate and apply knowledge and skills from across the program of study to the community project, 15 hour minimum engagement that represents an investment of time and effort over an extended period.</u>
- ☐ <u>Critical, structured reflection occurs at least three times</u> that analyzes the social issue at the symptom and systemic level and connects community experience to academic program, lived experiences and student identity, social responsibility, and social systems.
  - o Reflection must detail what the student has learned in their programs and community experience (about themselves and the social issue) and how they have applied academic knowledge, skills, and theories in the community project.
  - o Reflection formats include journals, discussion boards, short essays, videos, visual art pieces, or oral formats.
- ☐ <u>Periodic evaluation of community work from OSU mentor and community partner</u> occurs to provide the opportunity for frequent, ongoing, and constructive feedback on the specific project outcomes and expectations.
- ☐ <u>Public demonstration of competence and learning</u> through a poster presentation, website, blog, video, or other mechanism to share learning with an audience.
- ☐ Achieve a benchmark value of at least 1 in all six performance categories (diversity of communities and culture, analysis of knowledge, civic identity and commitment, civic communication, civic action and reflection, civic contexts/structures) of the Civic Engagement VALUE rubric at https://www.aacu.org/valuerubrics.

Note: Underlined language is drawn from the key elements of high-impact practices as outlined by Kuh and O'Donnell (*Ensuring quality & taking high-impact practices to scale*, 2013, p. 10, AAC&U).

Program Administrator Checklist of Minimum Standards for Service-Learning Experience
- ☐ Service-Learning and Community Engagement Values and Principles are upheld.
- ☐ Reciprocal community partnership utilized to identify community project.
- ☐ Orientation, preparation, and training provided for student that includes issue-, community-, and identity-based education in order to promote respectful community entry and engagement.
- ☐ Steps taken to ensure the physical and emotional wellbeing and safety of all community engagement participants. Comply with any special safety concerns or liability requirements of the community partner and university.
- ☐ Intentionally incorporate opportunities for critical reflection before, during, and after community engagement, involve community partners in reflection whenever possible.
- ☐ Opportunities included to gather feedback from student participants and community partners to assess value and impact and inform future projects.
- ☐ Evaluation and assessment of project and student learning/reflection artifact completed by OSU mentor/advisor.

Definitions of Service-Learning:
Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility, and strengthen communities (adapted from the Campus Compact National Center for Community Colleges, 2012).

Service-learning is teaching, learning and scholarship engaging faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address authentic, community-identified needs, deepen students' civic and academic learning, encourage lifelong civic engagement, enhance community well-being, and enrich the scholarship of the institution (Carnegie Foundation, 2011).

Service-Learning and Community Engagement Values and Principles
The service-learning and community engagement experience must uphold the following values and principles.

1) **Reciprocity in Partnership**: Develop and cultivate collaborations with community partners for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation, 2012). Partnerships should honor the community partners' expertise and experience and involve community partners in the design, facilitation, and evaluation of service initiatives to the fullest extent possible to ensure the value and relevance of the work to the community. Participants should seek to do with rather than to do for or do to the community.

2) **Clarifying Expectations and Commitments:** Develop goals and outcomes based on the needs and preferences identified by community partners. Model accountability and the importance of honoring commitments made to community partners.

3) **Preparation:** Prepare for a community engagement initiative with the attitudes, skills, and knowledge needed to serve effectively and enter community mindfully and respectfully. Preparation should include issue-, community-, and identity-based education. Community partners should be provided opportunities to share content and contribute to context setting.

4) **Empathy and Respect for Diversity:** Model respect for diversity, broadly and inclusively defined, in all elements of the initiative. Actively challenge any biases, stereotypes, and assumptions regarding the community that is being worked with and include reflection on students' identity and relationship to the issue as part of the experience. Acknowledge and explore any differences in culture between the university and community as well as in identity, experience, and/or culture between participants in the program in an effort to increase learning and understanding of self and others.

5) **Safety and Wellbeing:** Anticipate and take steps to ensure the physical and emotional wellbeing and safety of all community engagement participants. Seek out and comply with any special safety concerns or liability requirements of the community partner and university.

6) **Reflection and Evaluation**: Intentionally incorporate opportunities for reflection before, during, and after community engagement, involve community partners in reflection whenever possible. Include opportunities to gather feedback from student participants and community partners to assess value and impact and inform future projects.

7) **Humility:** Engage with community with a listening and learning mind, heart, and attitude that is mindful of the community's needs, assets, and interests. View all community engagement as a valuable learning opportunity that expands understanding and compassion.

Values and principles were adapted from the Haas Center for Public Service at Stanford University

Key Elements of Curricular Service-Learning (Best Practices from UMass, Amherst)

- *Service* – significant community-based work defined in response to a need or aspiration presented by one or more partnering community organizations and for which core issues of impact, sustainability and reciprocity have been addressed; project based rather than hour based; recommendation of service-learning representing at least 20% of total course grade)
- *Clear linkage between the service and learning goals,* including both academic and civic learning, which is communicated to students in the syllabus. (Civic learning entails the knowledge, skills and attitudes one needs to be an effective community member in a democratic society. It includes such things as the ability to take the perspective of someone different from oneself with empathy, and the ability to participate in deliberation of alternative courses of action.)
- *Preparation for service*: a plan to prepare students for the roles they will occupy, including preparation to respectfully engage with a community that may not be their own and to work with people who may differ from them significantly in terms of race, class, or other elements of social identity.
- *Structured reflection*: a plan to engage students in systematic reflection on their experience in the community – through talking, writing, or other means – in order to make of their experience a text for the course, taking from it key points of understanding, and to link it with their learning from other course materials.
- *Evaluation of both the service, the learning, and the partnership*: at a minimum, a plan (1) for assessing whether the students' service provides something of value to the community, (2) for assessing what students learn from this combination of service and academic work and (3) for evaluating the partnership between the course and the community organization(s).

Questions for Consideration in Service-Learning Courses (from Boise State University)

1. What course learning objective do you want SL experience to help achieve?

2. What service will students provide to individuals, organizations, schools, or other entities in the community?

3. How does the service relate to the subject matter of the course?

4. What reflection methods will you use to help students make a deliberate connection between academic content and the service experience (assignments, journals, discussions, videos, poetry, artwork, and other mechanisms)?

5. How will you evaluate the learning derived from the service? Note: the evaluation or assessment should focus on *learning*, not just completed service hours.

6. What resources will you use (articles, links, course material, etc.) to help the students learn about the community issue?

7. How does the Service-Learning experience foster civic responsibility? How does this enhance their education and/or prepare them for future careers?

8. How will the service recipients (clients or community organization) be involved in the planning and evaluation of service?

9. What course options or alternatives will you allow to ensure that no student is required to participate in a service placement that creates religious, political and/or moral conflict?

Resources

- Ash, S. L. & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education,* 1, 25-48.
- Association for Experiential Education: http://www.aee.org/.

- Barr, R. B. & Tagg, J. (1995). From teaching to learning - A new paradigm for undergraduate education. *Change, 27*(6), 13-25
- Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service-learning: Making meaning of experience. Educational Horizons, 7(4), 179-185.
- Chavez, A. F. & Guido-DiBrito, F. (1999). Racial and ethnic identity development. *New Directions for Adult and Continuing Education,* 84, 39-47.
- Eyler, J. & Giles, D. E. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.
- Eyler, J., Giles, D., & Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning: Student voices and reflections.* Nashville, Tennessee: Vanderbilt University Press.
- Gentry, J.W. (1990). What is experiential learning? In J.W. Gentry (Ed.) *Guide to business gaming and experiential learning (*pp 9-20). East Brunswick, Nichols/GP Publishing.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom.* New York: Routledge.
- National Leadership Council for Liberal Education & America's Promise. (2007). *College learning for the new global century.* Washington, DC: Association of American Colleges and Universities
- Tennant, N. & Pogson, P. (1995). *Learning and change in the adult years: A developmental perspective.* San Francisco: Jossey-Bass.
- Zlotkowski, E., & Clayton, P. (2005, April). *Reclaiming reflection.* Paper presented at the meeting of the Gulf South Summit on Service-Learning and Civic Engagement, Cocoa Beach, FL.

Suggested Readings on Civic Learning
- A Crucible Moment: College Learning and Democracy's Future – A National Call to Action
  - Full text: http://www.aacu.org/civic_learning/crucible/documents/crucible_508F.pdf
  - Highlights: http://www.aacu.org/civic_learning/crucible/documents/highlights.pdf
- LEAP (Liberal Education & America's Promise): http://www.aacu.org/leap/
- A Brief Review of the Evidence on Civic Learning in Higher Education: http://www.aacu.org/civic_learning/crucible/documents/CivicOutcomesBrief.pdf
- Diversity & Democracy: Civic Learning for Shared Futures, Civic Engagement & Student Success: http://www.diversityweb.org/DiversityDemocracy/vol15no3/vol15no3.pdf
- What Kind of Citizen? The Politics of Educating for Democracy by Joel Westheimer and Joseph *Kahne*: http://www.civicsurvey.org/what_kind_of_citizen.pdf
- The Earth Charter: http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html
- CIRCLE (Center for Information & Research on Civic Learning and Engagement): http://www.civicyouth.org/
- Anything by Tania Mitchell: http://www.cehd.umn.edu/pstl/directory/mitchell.asp

Civic Engagement/Learning Assessment Resources (includes broad objectives and outcomes statements)
For developing civic agency you could be measuring students' development of self, academic, or political efficacy.

- Massachusetts Commission on Higher Education's Civic Knowledge Rubric
- Association of American Colleges & Universities (AAC&U) Value Rubric for Civic Engagement
- IUPUI's Civic Minded Graduate Model
- IUPUI's Civic-Minded Graduate Rubric
- IUPUI's Civic-Minded Graduate Scale
- Weber State University Community Engaged Learning Outcomes Rubric

Rubric for Assessing Service-Learning and Community Engagement Experiences

Curricular Alignment (Check One)

_____ Extracurricular   _____ Co-curricular   _____ Curricular

Duration (Check One)

_____ Single Day   _____ Multiple Days   _____ Month or Term

Locus of the Benefit	3 - The experience results in mutual and significant benefits to both the student and the community partner.	2 – There is somewhat of an imbalance in the benefits realized by the community and the student.	1 - Either the student or the community receives significant benefit, but benefits to the other are minimal or unclear.
Intentionality of Learning	3 – Learning outcomes are specific, directly connected to the community engagement experience, and achievement of learning is assessed.	2 – Learning outcomes are implied or vaguely stated and loosely connected to the community engagement experience.	1 – There are no explicit learning outcomes for the experience.
Student Engagement	3 –Student voice is evident throughout the identification and design of the service learning experience.	2 – Faculty member receives suggestions from students before identifying and designing the experience.	1 – The service learning experience is designed exclusively by the faculty member.
Student Learning/Relevancy	3 – The experience makes explicit connections on how the skills and knowledge gained are important in the context of the OSU program and the real world.	2 – The experience provides dialogue around the skills and knowledge gained from the student's involvement.	1 – There is no explicit mention of the relevance and importance of the skills and knowledge that will be gained from the experience.
Education, Orientation, and Skills Training	3 – The community partner is involved in providing training or orientation. Reflection, conversation,	2 – Reflection, conversation, and/or training on the community context, social issue, and mindful	1 - There is minimal to no issue education or discussion of community entry with students.

	and/or training on the community context and mindful community entry are incorporated into the experience before community entry.	community entry are incorporated into the experience.	
Reflection	3 – The experience incorporates reflection before, during, and after the community engagement that involves multiple modes and types of reflective activities (written, verbal, artistic, etc.).	2 – The experience incorporates one reflective activity.	1 – The experience does not include reflective components.
Utilization of Experiential Learning Approach	3 – Experience incorporates opportunities for a concrete experience, reflective observation, abstract conceptualization, and active experimentation.	2 – Some elements of experiential learning are evident.	1 – There is no explicit use of an experiential learning approach.
Community Partner Voice	3 – Community is an active partner is all phases of the service learning experience. The community-campus partnership is reciprocal and mutually beneficial.	2 - Community is engaged in either the selection, design, or evaluation of the service learning experience.	1 – There is no active engagement of the community in the service learning experience.
Program Orientation (charity vs. change)	3 – The program facilitates exploration of short-term relief efforts and long-term interventions that can produce social change as well as systemic inequities that may be related to or contribute to the societal issue.	2 – The program differentiates between short-term relief efforts and those that may produce long-term change through reflection, orientation, and/or training.	1 – The program is focused on addressing short-term relief efforts and symptoms of a societal issue and makes no differentiation between short-term efforts and long-term change.
Evaluation	3 – Comprehensive assessment of both student outcomes and community benefit.	2 – Some assessment of either student outcomes or community benefit.	1- No formal assessment of student outcomes or community benefit.