

Service-Learning Definitions

To be in a position to teach via Service-Learning (SL) it is important to know how it has been defined over the years. Some of the more general definitions of SL include the following:

“The late Ernest Boyer called upon institutions of higher education to ‘become more vigorous partners with local communities in resolving societal problems through what he termed a ‘scholarship of engagement.’ Service-learning provides one way a university may meet its obligations to prepare future citizens. It is also regarded as an effective strategy for enhancing student learning, improving the quality of the student experience, and increasing higher education’s visibility and responsiveness to the neighborhoods in which they reside. Service-learning as a teaching strategy is gaining momentum in universities across the country because of documented benefits to students, universities, and communities. More specifically, service-learning promotes the development of cognitive complexity, citizenship skills, social responsibility, and active learning while responding to pressing issues and needs in the larger society.”

(Source: <http://www.service-learning.ohio-state.edu/>)

“Service-learning is an educational methodology which combines community service with explicit academic learning objectives, preparation for community work, and deliberate reflection. Students participating in service-learning provide direct and indirect community service as part of their academic coursework, learn about and reflect upon the community context in which service is provided, and develop an understanding of the connection between service and their academic work. These learning experiences are designed through a collaboration of the community and the institution or academic unit/program, relying upon partnerships meant to be of mutual benefit. Improvement and sustainability of the experiences and the partnerships are enhanced through formal assessment activities that involve community, faculty, student and institutional perspectives.”

Source: Gelmon, Sherrill B., Holland, Barbara A., Driscoll, Amy, Spring, Amy, & Kerrigan, Seanna (2001). *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Campus Connect: Brown University, Providence, RI., p. v.

Essential Elements of Effective Service-Learning Practice includes:

- Clear educational goals that require the application of concepts, content and skills from the academic disciplines and involves students in the construction of their own knowledge.
- Having students engaged in tasks that challenge and stretch them cognitively and developmentally.
- Using assessment as a way to enhance student learning as well as to document and evaluate how well students have met content and skills standards.
- Service tasks that have clear goals and meet genuine needs in the school or community and have significant consequences for themselves and others.
- Formative and summative evaluation in a systematic evaluation of the service effort and its outcomes.
- Ways to maximize the students’ voice in selecting, designing, implementing, and evaluating the service project.

- Valuing diversity through its participants, its practice and its outcomes.
- The promotion of communication and interaction with the community and encourages partnerships and collaboration.
- The preparation of students for all aspects of their service work including a clear understanding of task and role, the skills and information required by the task, awareness of safety precautions, as well as knowledge about and sensitivity to the people with whom they will be working.
- Student reflection before, during and after service, that uses multiple methods to encourage critical thinking, and is a central force in the design and fulfillment of curricular objectives.
- Multiple methods are designed to acknowledge, celebrate and further validate students' service work.

(National Service Learning Cooperative, National Youth Leadership Council, April , 1998)

"There are four basic principles that should guide faculty in organizing and conducting a service-learning course:

1. Engagement – Does the service component meet a public good? How do you know this? Has the community been consulted? How have campus-community boundaries been negotiated and how will they be crossed?
2. 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?
3. Reciprocity – Is reciprocity evident in the service component? How? Reciprocity suggests that every individual, organization, and entity involved in the service-learning functions as both a teacher and learner. Participants are perceived as colleagues, not as servers and clients.
4. Public Dissemination – Is service work presented to the public or made an opportunity for the community to enter into a public dialogue? For example, 'Do oral histories that students collect return to the community in some public form?' Is the data students collect on the saturation of toxins in the local river made public? How? To whose advantage?"

Source: Heffernan, Kerissa (2001). *Fundamentals for Service-Learning Course Construction*. Campus Connect: Brown University, Providence, p. v.1

"Not surprisingly, definitions of service-learning vary...at least six key elements, taken together help differentiate service learning from volunteerism, community service, and other forms of experiential education. Three of the elements focus on the community side of the equation; the other three focus more on the campus side. On the community side; the student provides some meaningful service (work), that meets a need or goal that is defined by a community (or some of its members). On the campus side, the service provided by the student flows from and into course objectives, is integrated into the course by means of assignments that require some form of reflection on the service in light of course objectives, and the assignment is assessed and evaluated accordingly."

Source: Weiger, Kathleen M., (1998, Spring). "Academic Service-Learning: Its Meaning and Relevance. "Academic Service Learning: A Pedagogy of Action and Reflection." p. 3. In *New Directions for Teaching and Learning*, Eds. Rhoads, Robert A., & Howard, Jeffrey, P. F.

One of the most recent definitions of SL (Furco, 2002) is shown in Table 1 and which depicts SL as **Service**-learning, **Service-Learning**, and service-**Learning**.

“As the table describes, each program type places a different amount of emphasis on service and/or learning and is defined by whether the primary intended beneficiary of the experience is *service provider* or *service recipient*. Having a strong emphasis on providing a ‘service,’ *community service* programs (**Service** learning) are primarily intended to benefit the recipient of the service activity...In contrast, **Service Learning** seeks to engage students in activities that both combine community service and academic learning. Because service-learning programs are typically rooted in formal courses (core academic, elective, vocational), the service activities are usually based on particular concepts that are being taught...In service based *internship* programs (service **Learning**), students tend to spend time at an agency to learn about a particular career industry while applying what their academic knowledge and professional skills to complete specific projects at the agency.

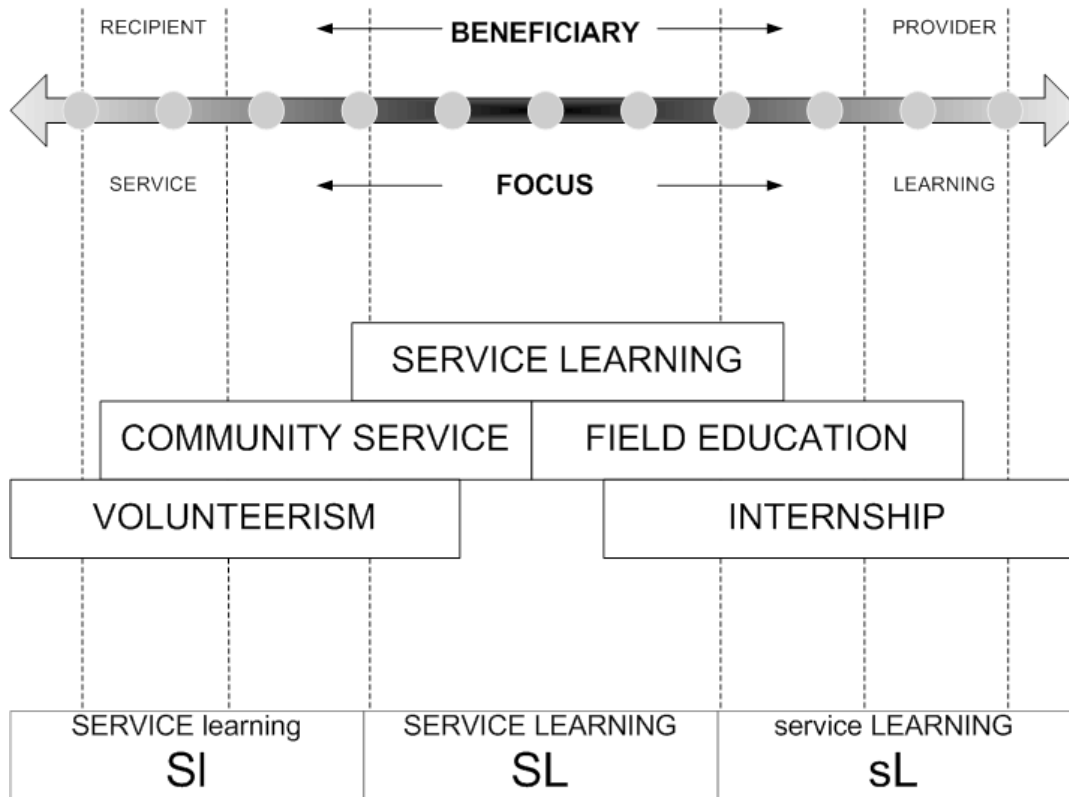
Table 1. Distinctions among Three Types of Service Programs

	Community Service (Service learning)	Service-Learning (Service Learning)	Service-Based Internship (service Learning)
Primary Intended Beneficiary	Recipient	Recipient AND Provider	Provider
Primary Focus	Service	Service AND Learning	Learning
Intended Educational Purposes	Civic and Ethical Development	Academic and Civic Development	Career and Academic Development
Integration with Curriculum	Peripheral	Integrated	Co-curricular / supplemental
Nature of Service Activity	Based on a Social Cause	Based on Academic Discipline	Based on and Industry or Career

Source: Furco, Andrew (2002) “Is Service-Learning Really Better Than Community Service? A Study of High School Service Program Outcomes. In Furco, Andrew & Billig, Shelly (Eds.). *Service-Learning: The Essence of the Pedagogy*. Information Age Publishing: Greenwich, CT.

Figure 1 is another way of illustrating Furco’s definition of SL as shown in Table 1. As seen in Figure 1, SL can be seen as existing along a continuum from pure SERVICE where the primary beneficiary is the recipient of the service to LEARNING where the benefit primarily goes to the provider of the service.

SERVICE ENGAGEMENT (Service Learning)



(MOD: Furco 96)

Figure 1. Furco Service Engagement (Learning) Model

Keeping in mind the aforementioned SL definitions, Purdue has adopted one of it's through the Office of Engagement under the auspices of "Service Engagement."

"Service Engagement, a subset of engagement, is characterized by the University as working with Greater Lafayette, Indiana, national and international communities in partnership to facilitate higher level learning and citizenship.

Service engagement responds to a variety of social, environmental and economic development needs, at its best leading to long-term community changes. Service Engagement combines and builds upon a myriad of efforts from within the University that ranges from student- and student organization-initiated volunteerism to complex classroom SL projects.

Service Engagement comprises acts among the University's faculty/staff members, students, and the community in which all three groups help each other thrive and learn and where students are the prime factor."

However, in a report to the Vice Provost for Engagement (May 13, 2002) the Service Engagement Committee, charged with implementing SL at Purdue, added some very important caveats to the Office of Engagement's definition of Service Engagement to make it more in line with SL, as follows:

"It is most important to note that students are the core of Service. They are the essential ingredient and priority rationale for the forms of Service Engagement the committee is about. Citizenship is the product of a Purdue Education!" Contrary to the definition put forth by the Office of Engagement "Service-Learning is **not** faculty and staff consulting in the community. It is **not** faculty teaching courses in the community...it follows then that Purdue Cooperative Extension initiatives are not included in this definition *unless* campus students and Service are core to the course learning objectives.

For the purpose of the Service Engagement Committee, "there was one final distinction to make, and that was between 'Service' and 'Service Learning.' Service itself refers to student- and student organization-led volunteerism and to assignments in courses that involve Service but are not connected to higher level learning objectives. Service Learning, on the other hand has academic relevance, i.e., it is curriculum and course bound, pedagogically driven, with students at the core. In Service Learning, Service is integral to higher level learning objectives and connected directly to course content such that learning can be identified, charted, supported, and assessed. In the Service Learning pedagogy, Service *or* Learning is not the goal. Rather it is Service *and* Learning; they are not separate."

Suggested Activities

1. Create a working definition of your own for Service-Learning.
2. Read the SL course projects listed below. Identify the one that is **Service-learning**, **Service-Learning**, or service-**Learning**.
 - a.) Students in a hospitality and tourism program are required to complete a structured internship with a hospitality business before graduation that is internship as a structured and supervised industry experience in which the student is paid, rotated through three functional areas for 300 to 600 hours. The students are evaluated by the employer at least two times during the internship. At the end of the summer the students write a paper about their internship experience. Focus groups are held with students at the beginning of the fall semester to discuss what they liked about internship, what they did not like, and how it could have been improved.
 - b.) In order for engineering students to one day work with people of many different backgrounds to identify and achieve goals the faculty believe they need educational experiences that can help them develop these skills. To that end, a project was launched to create long-term partnerships between student teams and community not-for-profit organizations to solve technology-based problems faced by the

community. Each team works with its community partner, dubbed the "project partner," to identify and define the projects it will undertake, and continues to work with the project partner through the design, development, testing, deployment, and support of the fielded projects.

- c.) Students in a course on death and dying volunteer to work at an agency whose clients are dealing with illness, aging, or bereavement. The student's are put in charge of selecting community agency/agencies that deal with death/dying for the project(s). Projects may be done as a whole class, or in smaller groups. Each student is responsible for helping to plan the projects and to be physically present in carrying them out.
3. Think of classes that you have taken in pursuit of your various degrees. In the table below, write two assignments from your own education that fit into each of the three categories.

Community Service (Service learning)	Service-Learning (Service Learning)	Service-Based Internship (service Learning)

This section of the workbook will be devoted to helping you use Service-Learning to teach your course. By the time you have worked your way through this section of the workbook you should be well on your way to planning and implementing SL in your class.

There are three key steps involved with building an SL component into your course. The key steps are as follows:

- A. **The 10 Key Principles of SL**
- B. **Develop a Rationale for Teaching via Service-Learning**
- C. **Planning the Course**
 - 1. Establishing Learning Goals and Objectives
 - 2. Selecting a Community Partner
 - 3. Student Reflection
 - 4. Assessment / Evaluation of Student Learning
 - 5. SL Course Evaluation / Assessment

A. The 10 Key Principles of Service-Learning

There are 10 principles for good Service-Learning (SL) pedagogy outlined in the Service-Learning Course Design Workbook (2001)

(Service-Learning Course Design Workbook (Summer, 2001). Michigan Journal of Community Service Learning, edited by Howard, Jeffrey. OCSL Press: Ann Arbor, MI).

1. Academic Credit is for Learning, Not for Service

Students are learning from the community much the same way they do from the textbook, homework assignments, and so forth. As such, students should not get assessed and/or evaluated simply for doing a "service." They should be assessed or evaluated depending upon what they learned as a result of doing the "service."

2. Do Not Compromise Academic Rigor

Service learning is not “soft.” In many respects it is more difficult, challenging and rewarding than the traditional way in which courses are taught. Not only do the students have to satisfy the objectives of both the academic and civic learning objectives. More importantly, SL projects are often times unpredictable and students are forced to bring order out of chaos which makes for an intellectual challenge that constitutes typical academic rigor standards and expectations.

3. Establish Learning Objectives

Faculty cannot simply throw the students out into the community to “learn” from the experience. As is the case in the traditional classroom, the students need to be pointed in the right direction and told the learning objectives they are expected to accomplish; they should also know how the objectives will be assessed and/or evaluated by the instructor. Unless there is structure to the learning that is to take place while the students are participating in the service project there is no way of ensuring whether or not things went as planned.

4. Establish Criteria for Selection of Service Placements

Faculties differ on this principle. There are some that leave the selection of the community partner up to the student. In some respects, this decision is tantamount to a professor telling the student to read any text or supplemental readings they liked when taking a course. Because the service should be tied to the academic content of the course the students should be given a range of acceptable “partners,” a limitation on the scope of the project, stipulate the duration of the service so that it is substantive but not overwhelming, and have the students work on projects that will make a difference in the community.

5. Provide Educationally-Sound Learning Strategies to Harvest Community Learning and Realize Course Objectives

Having the students keep a journal to record their thoughts, feelings, and attitudes toward the service is insufficient for proper academic rigor. There should be meaningful and substantial means by which the students can share what they learned as a result of doing the service with peers and faculty members. Of course, pertinent assignments that have sufficient academic rigor should have been established that adhere to Principle 3.

6. Prepare Students for Learning from the Community

Students should be taught how to extract meaning from experiential learning activities before embarking on them in the community. Otherwise they may not get out of the experience what you or the community partner had intended nor be tied to the course content. Faculty should take the time to train the students to engage in reflective listening, obtain feedback, make qualitative observations, and deep thinking. This could be accomplished via a simulation or role-play, for example.

7. Minimize the Distinction Between the Students’ Community Learning Role and Classroom Learning Role

In a typical classroom the instructor controls the agenda for each class meeting; it is more teacher-centered. This is not so much the case when students make the community their classroom; their learning becomes more student-centered. The pedagogy in the community

is constructivist; the student plays an active role in his/her learning with little guidance from the instructor beyond the charge of completing the learning objectives that are part of the service project. It is the freedom to explore and make sense of the service project that produces learning that is relevant and important to the student and more likely to have a lasting impression/impact on him/her.

8. Rethink the Faculty Instructional Role

If faculty can become comfortable with the notion that SL projects are student-centered, constructivist, and an extension of the classroom the next step is to provide students more chances to be involved in the actual classroom setting, too. When multiple viewpoints or experiences are shared by students and professors alike a richer, deeper understanding is derived from the course; it also increases the likelihood that the course will have a life of its own and be different from class meeting to class meeting, semester to semester, and more.

9. Be Prepared for Variation in, and Some Loss of Control with, Student Learning Outcomes

Although students may be required to complete the same learning objectives during a service project, the professor cannot control all that the student's experience and learn during the semester. Professors must be ready to allow students the freedom to personalize the meaning they get out of the service project and not judge one student's experience and meaning to be better or worse than another student. Those things that are experienced via the students' sensory mechanisms, above and beyond the learning objectives, should be reflected upon and shared openly in a friendly public forum without harsh criticism from the professor as irrelevant, unintended, off the mark, etc.

10. Maximize the Community Responsibility Orientation to the Course

While it is true that the learning that comes from a service assignment is personal, there should also be a conscious effort to reflect upon the shared experience among the students in an open forum thereby turning the classroom into a learning community. In doing so the professor connects the students to each other, the course materials, and the community which is the epitome of Service-Learning.

There are four more key principles that Purdue faculty should also keep in mind when teaching via SL:

- Start small.
- Find SL colleagues that can serve as mentors or consultants.
- Build in evaluation components from the beginning of course planning.
- Community partners should be respected as colleagues that enter into a partnership that provides mutual benefits and learning opportunities for all.

B. Develop a Rationale for Teaching via Service-Learning

SL should not be considered as an add-on to your course. It should be blended into the course as you would when assembling traditional learning goals and objectives that are consistent with the description and contents of the course.

If you can answer "Yes" to the following questions SL might be right for you:

- Do you have sound reasons for using SL in your course?
- Are you willing to incorporate the 10 key SL principles into the project that students will be required to complete as part of your course?
- Are you prepared to deal with the challenges that result when engaging students in their learning?
- Do you believe that incorporating social or civic responsibility in your course will enhance student learning?
- Do you have an idea in mind as to what students should learn as a result of doing a service-learning project to enhance course content, develop new skills, etc.?
- Are you prepared to deal with the challenges or problems students may encounter with the community partner when trying to complete the project?
- Is this the only pedagogy that could be used to accomplish the learning goals or objectives you had in mind instead of service-learning?
- Are you prepared to devote more, or a different kind, of time to teaching the course you intend to teach via SL than you have spent in the past?
- Are the benefits intended to benefit the student and community partner equally?
- Would you be willing to share your experience of teaching via SL with others?

Suggested Activities

1. Turn back to section B (p. 13), concerning the development of a rationale for teaching via SL. How many of the 10 questions were not met with a “yes” answer? Think for a moment as to why it was you could not provide a “yes” answer to those questions. What would it take to change the “no” to a “yes” answer?
2. Think of a class that you are teaching that has the greatest potential to be taught via SL. Take a moment to reflect upon the type of SL assignment you would like to integrate into one of your classes (albeit SI, SL, or sL). To begin the planning process please identify the class in which SL will be used, a potential community partner, and the nature of the assignment in the box below.

Potential Course:
Potential Community Partner:
Brief description of the SL assignment:



C. Planning the Course

The type of SL project that will be advocated in this section of the workbook will be consistent with the definition established by the Service Engagement Advisory Board found at the beginning of this book that states it should be ...“integral to higher level learning objectives and connected directly to course content such that learning can be identified, charted, supported, and assessed....In the Service Learning pedagogy, Service *or* Learning is not the goal. Rather it is Service *and* Learning; they are not separate.”

1. Establishing Learning Goals and Objectives

It should come as no surprise to you that a course that is taught with a SL requirement begins as it does with any course you have taught with establishing learning goals and objectives.

Learning goals and outcomes are broad statements that identify the general educational accomplishments or outcomes you want students to possess when the course is completed.

Some examples of SL learning goals include:

- To better prepare students for their careers / continuing education
- To enhance student learning by joining theory with experience and thought with action.
- To fill unmet needs in the community through direct service this is meaningful and necessary.
- To assist agencies to better serve their clients and benefit from the infusion of enthusiastic volunteers.
- To give student greater responsibility for their learning.
- To help students know how to get things done!

(See more examples at: www.fiu.edu/~time4chg/Library/goals.html)

Separate from goals and outcomes, a learning objective is a clear, precise statement describing what you expect the learner will be able to do after working through an instructional unit. As such, learning objectives should:

- Speak directly to the learner
- Be clear and specific
- Be cross-referenced to readings and learning activities
- Indicate the level of learning involved
- Matched to assessment requirements

Learning objectives should be written to so that it is clear as to what is expected of them during or after completing the SL project. They also put the faculty member in a position to properly assess or evaluate student performance on each of the objectives. Some of the action verbs that can be included in a stated learning objective include list, identify, state, describe, define, solve, compare and contrast, evaluate, operate as found in Bloom's Taxonomy of Educational Objectives.

(Benjamin S. Bloom (1956). *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain*. New York: David McKay Company, Inc.)

Examples of SL Learning Objectives

- Students will evaluate their own commitment to making meaningful contributions in their communities, thereby gaining a deeper understanding of their roles as citizens.
- Students will identify course concepts as they emerge in the "real world" and compare what they are learning in the classroom to what they observe and/or experience in the context of their service activities.
- Students will work with students in other disciplines to prepare and defend a proposed sustainable community for the Indiana Department of Transportation.
- Students will design a logo for a non-profit foodservice company that delivers meals to seniors in Tippecanoe County.

2. Selecting a Community Partner

There are many questions that need to be addressed when seeking a community partner. Having answers to this list of questions can help increase the success rate of the SL project you invariably plan for your students. Some good questions to find answers to when selecting a community partner include:

- Do the goals of the agency or organization fit with the learning goals and objectives in the course?
- Does the agency or organization have reasonable expectations of the students?
- Is the project one that challenges but not overwhelms the students?

- Has the agency or organization done any projects with other faculty on campus? If so, what effect will this have on your project?
- If the students need specialized skills, who will do the training?
- Is the agency or organization willing to become involved in assessing and evaluating students?
- Is this an agency or organization that the students will like to work with on the project?
- What type of service does the agency or organization perform?
- What skills or qualities can students develop as a result of working with the agency or organization?
- Who will supervise students outside of the classroom when working on the project?

Some of the following tips are recommended to build strong relationships with Community Partners:

- Know something about the agency or organization before meeting with those who may be interested in doing a SL project.
- Go to the meeting with some idea about how the agency and your course could successfully form a partnership.
- Meet agency or organization partners at their offices as often as you invite them to yours.
- Always be sure to ask the agency or organization what their current needs are – don't assume that they are necessarily in a position to create a partnership at the exact moment you are suggesting.
- Be flexible. SL projects do not take place in a controlled environment like the classroom; because they take place in the community situations may arise where the initial plan of action has to be modified or revised to ultimately complete the project.
- Value the experiences and knowledge of community partners. Consult with them and invite them to be part of classroom discussions and reflections.
- Refrain from considering the community as your laboratory – it is the place where you live as well. The laboratory mentality suggests superiority of the university system and reinforces a server-recipient paradigm.
- Communicate with your agency or organization partner regularly during the planning process as well as during and after the course.

- Be up front in the commitment you can and are willing to make to the agency or organization. Do not promise long-term partnerships if a semester is all you can truly commit to at the moment. You might want to portray it as a “pilot” to give yourself clear option to end the partnership at end of the semester.
- Make efforts to know the agency or organization inside and out. Spend time volunteering there so that you can get to know the assets of the staff and clientele.
- Do not be afraid to ask questions.
- Remember reciprocity, mutuality, and asset-based community building.
- Celebrate achievements and relationships together at the end of the project.
- Have fun and be ready to both teach and learn.

To find community partners for your class, you can consult the following resources at Purdue.

- Office of Community Relations, Mike Piggot (494-4636)
- Boiler Volunteer Network, Kim Martin (496-2450)
- Center for Instructional Excellence, Marne Helgesen (496-6422)

3. Student Reflection

In a very general sense, student reflection on the SL project can occur through speaking, writing, activities, and/or the use of multimedia & performing arts. (<http://www.humboldt.edu/~slee/html/faculty.shtml#reflect>)

- *Speaking* examples include class discussions, small group discussions, oral reports and presentations, testimony before policy-making bodies, teaching material to younger students, public speaking, or one-on-one meetings.
- *Writing* examples include essays, research papers, journals and learning logs, guides for future volunteers and participants, self-evaluations, or published articles.
- *Activities* examples include planning future projects, simulation and role playing games, recognition and celebration, recruiting peers, or training other students.
- *Multimedia & Performing Arts* examples include scrap books, web pages; paintings, drawings, and collages; music, theater, and dance presentations; or photo, slide, and video essays.

Student reflection is a key element of SL. It can take place at the beginning to have students begin to reflect on what is to be learned from the service. It can be done in the middle to reflect on the project to that point. It can be done at the end. Some even advocate doing it continuously throughout the course of the semester. The choice is up to you to do what you feel is best for your students as long as you regularly monitor the students’ feelings and opinions about the SL project.

Just keep in mind that the objective of reflection is to draw out and reinforce student learning. It should require students to use critical thinking skills to learn from their service experience. It can also help students to analyze core concepts of your course, evaluate their service experiences and form opinions in the context of the curricula or learning objectives.

Keep these tips in mind when structuring reflection activities:

- Be clear about goals and expectations regarding reflection.
- Get students to write in journals while performing the service to be able to collect their thoughts at the end when self-reflecting.
- Give the students specific questions to answer at occasional or strategic points during the semester.
- Build a team to ensure safe space for youth to do group reflection.
- Find time to allow everyone to share and verbalize their feelings even if its takes time.
- Allow ample time for reflection, even a few extra seconds can help most people to organize their thoughts. Having students write first, then share, helps those less-inclined to join in the discussion.
- The best reflection is not necessarily always planned reflection, be flexible and prepared to capitalize on "teachable moments."
- Directly relate reflection to service being done.
- Reflection should occur continuously.

A series of questions that can be used to select when constructing reflection questions for your students includes some of the following that were developed by Marcy H. Schnitzer, Placement Coordinator, at The Service-Learning Center at Virginia Tech.

- What have you been doing as part of your service?
- Does what you are or have been doing meet your expectations about your service experience? If so, how?
- What are or have been the most satisfying parts of your service experience?
- What are or have been the most difficult parts of your service experience?
- What are or have you been learning? Why is your service needed?
- How is your service relevant to the readings and discussions in class?
- What have you learned or what are you learning from your service experience?

- Do you feel that service makes a difference? If so, how?
- Now what? What should others do about it? What are you going to do about it?
- How will this service experience be valuable to you in the future?
- If you were trying to get more student or community involvement in your project, how would you present the project to them? What would you say to them to make them want to get involved?
- If you could provide a future service-learning student with one piece of advice, what would it be?

4. Assessment / Evaluation of Student Learning

Having already established the learning goals and objectives for the SL component of the course it is now time to develop appropriate ways in which to evaluate or assess student performance grade. Although traditional means may be used to evaluate the student's performance on the learning objectives tied to the SL project, a more appropriate technique to use is Performance Based Assessment (PBA). In PBA, the student completes or demonstrates the same behavior that the assessor desires to measure. For example, if the behavior to be measured is writing, the student writes. Integrating students learning assessments and Service-Learning helps the students to:

- See the connection between service activities and essential academic learning.
- Understand the learning expectations before, during and after the service projects.
- Achieve higher and/or non-cognitive levels of performance (e.g., affective).
- More effectively assess themselves, peers and teachers.
- Promotes and enhances student self-assessment abilities.

It helps educators to:

- Provide greater academic value for service activities.
- Focus curriculum and instructional design decisions toward quality student performance criteria.
- Establish a pre-determined framework for assessing student learning before, during and after instruction.

It enables parents and community to:

- More meaningfully assess individual student's abilities.

When assessing via PBA, the student completes or demonstrates the desired behavior in a real-life context in order to satisfy the learning objectives. For example, if students are taking a course on warehouse management, an authentic assessment could first consist of having them design and implement an accounting system for the local food bank to keep track of the foods brought in and dispensed to the poor, and so forth. The instructor and students could develop a set of criteria to ensure that the accounting system was one that was needed by the food bank. The food bank staff could also report back as to the quality of the new system once they have used it for a time to strengthen the authenticity of the project completed by the students.

So when assessing students via PBA (authentic assessment), be sure that the assessment:

- Is task oriented
- Is observable
- Requires higher order thinking
- Based on real-world tasks
- Adequately covers the content taught
- Needs interdisciplinary skills
- Is meaningful to students
- Is appropriate for all students

5. Course Evaluation / Assessment

The American Association for Higher Education Assessment Forum (1992) developed the following Principles of Good Practice for Assessing Student Learning. Service-Learning courses do, of course, have certain unique characteristics that must be taken into account. The most important consideration in evaluating a Service-Learning course is that all parties in the project must be assessed or evaluated including the students, community partner, and faculty involved in the project. As such, the following should be assessed or evaluated:

- To what extent did the students achieve the learning objectives?
- To what extent were service goals met?
- How successful was the project for each student?
- How successful was the project for the class as a whole?
- How successful was the project for the community agency / organization?
- How beneficial was the project to the service recipients?
- How well did the course satisfy the instructor's expectations / goals?

Techniques for course assessment / evaluation

Center for Instructional Excellence

Some of the assessment techniques include:

- Small Group Instructional Diagnostic (SGID)
- One Minute Papers
- Informal Early Feedback (IEF)
- Consultation with experienced members of the Center for Instructional Excellence
- Checklist of student behaviors
- Informal audit by another faculty member experienced in SL
- Consultation with one of the SL Faculty Fellows
- Standard Purdue course evaluation via school forms or PICES
- Scholarship of Teaching and Learning (SoTL) whereby formalized research is conducted and ultimately made public concerning the effectiveness of the SL component of the course.
- Benchmarking the course against those that constitute best practices in SL which are those that have been recognized or rewarded for exemplary use of the pedagogy, such as Purdue's EPICS program.

References

Learning Goals and Objectives references found at:

<http://students.berkeley.edu/calcorps/slcourse.html>

<http://www.ncsu.edu/fctl/Initiatives/Service-Learning/facultytraining/slobjectives/>

<http://www.adprima.com/verbs.htm>

<http://www.uvcs.uvic.ca/desweb/RES/OBJECT.HTM>

<http://www.fiu.edu/~time4chg/Library/goals.html>

http://www.e-learningguru.com/articles/art3_4.htm

Student Reflection references found at:

<http://www.humboldt.edu/~slee/html/faculty.shtml#reflect>

http://www.nyc.gov.sg/sl/sl_elements.html

<http://csf.colorado.edu/mail/jsl/fall96/0104.html>

Assessment / Evaluation of Student Learning references found at:

<http://www.northern.edu/ASLP/authentic.html>

Assessing / Evaluating the Success of SL in Your Course

Assessment Forum. (1992). Principles of Good Practice for Assessing Student Learning. Washington, DC: American Association of Higher Education.

Service-Learning Resources

Useful Websites

Center for Instructional Development and Research, Univ. of Washington
[http://depts.washington.edu/cidrweb/TLBulletins/3\(2\)ServiceLearning.html](http://depts.washington.edu/cidrweb/TLBulletins/3(2)ServiceLearning.html)

Cal Corps Public Service Center, UC Berkeley
<http://students.berkeley.edu/calcorps/slcourse.html>

Robin's Guide To: College and University Service-Learning Programs
<http://csf.colorado.edu/sl/academic.html>

Natural Service-Learning Clearinghouse:
<http://www.servicelearning.org/article/archive/35/>

National Service-Learning Exchange
<http://www.nslexchange.org/>

UCLA Service-Learning Clearinghouse
<http://www.gseis.ucla.edu/slc/modelp.html>

References and Resources Available at CIE

Note; those references/resources with * next to them are highly rated by CIE for beginners.

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*Shelley Billig.,Andre Furco. (Editors) (2002). *Service Learning: The Essence of Pedagogy*.(ed.1).

Shelley Billig.,Andre Furco. (Editors) (2002). *Service Learning: Through a Multidisciplinary Lens*. (ed.1).

Shelley Billig., Alan S. Waterman. (Editors), Marijane S. Osborn (2003). *Studying Service-Learning: Innovations in Education Research Methodology*. (ed.1).

Torres, Jan., Sinton, Ruth., White, Abby. (2000). *Establishing and Sustaining an Office of Community Service*.

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