

8 APPLYING THE SERVICE LEARNING PROCESS TO MY OWN COURSE

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Service Learning is “a reflective, relational pedagogy” (Heffernan 2011, p. 2), combining intervention in communities with learning opportunities for students in different areas of knowledge. Throughout this chapter, we will try to understand the steps that guide the design and managing the process of Service Learning.

Service Learning embodies the responsibility of higher education in shaping socially committed and responsible citizens, who are capable of applying their knowledge and competences in analysing their community, imagining intervention projects and collaborating with others to foster a joint improvement (Pires 2008). This is referred to in several interviews with higher education teachers conducted in the ENGAGE STUDENTS project considering their Service Learning practices within the community. As in previous chapters, readers are invited to adopt a dynamic attitude towards this Workbook, reading and thinking aloud, viewing and commenting videos or performing some of the proposed activities. The main objective is to develop the reflective disposition and the practical orientation that will be of use once a course or curricular unit (CU) based on Service Learning is being implemented.

Activity

Please identify the three main reasons, why Service Learning makes sense in higher education. Write down your reasons. Once you are finished, watch the video and compare your results.



<https://youtu.be/A-smzMcyomY>

<https://www.youtube.com/watch?v=br-IMBHmhcl>
(in Spanish)

8.1 The central elements of Service Learning as a process

As no experiential education approach is static (Furco 1996), the implementation of Service Learning involves the flexible, dynamic and cyclic working with community partners. It means the process of implementing Service Learning is a nuclear dimension of Service Learning projects. Thus, the following process-oriented principles are an essential part of Service Learning pedagogy:

- The **active involvement** of the students;
- The **identification of problems, needs, and resources** of specific communities, organizations or groups;
- The **clarification of the competences/abilities** to be worked on;
- The **continuous development of resources in action**;
- The **systematic reflection** over the work that is being developed;
- **Institutional time and support** for the implementation of the activities/projects.

Service Learning projects assume an active and collaborative practice that articulates and deepens curricular learning with a specific work carried out in real life contexts. This process fosters high levels of students' involvement in the communities, in their own educational process and contact with the faculty (Rigo et al. 2018).

As such, Service Learning combines “theory with practice, classrooms with communities, the cognitive with the affective” (Butin 2005, p. vii) with the potential to be “engaging” and “impactful” (p. viii), both for the community, students and faculty. As Heffernan (2011, p. 2) underlies “service-learning as an epistemology and as pedagogy “de-centers” the classroom and intentionally places the community in the center of the learning process”. Not surprisingly, Service Learning has a potential for promoting both civic engagement and social change. The implementation of **Service Learning includes five phases**: Starting Phase, Community Needs Phase, Service Learning Phase, Guidance Phase and a Reflection Phase (see figure 12).

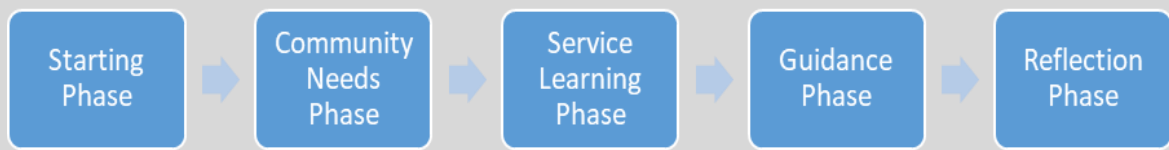


FIGURE 12. SERVICE LEARNING PHASES

These phases are built on one another in their chronological sequence and end with a final reflection about the whole process. In the following, each phase is explored and described in full detail. Understanding Service Learning as a process also implies that it goes beyond a single course and a semester. The collaboration between the university and the community partner should be fixed and regularly renewed. A longer temporality of the cooperation also involves more than one course and beneficial more than one scientific area (*transdisciplinarity*). This reinforces the idea that there are forms of production that are shared with the people in the institutions where this work takes place. This also involves thinking about new ways of evaluating the impact of teaching courses and accompanying them in their development and empowerment. In this sense, the phases of the Service Learning process continue from the starting phase again, following all stages and end up on the final reflection phase. Nevertheless, although a longer temporality of the cooperation between the university and community partners has many benefits for all parties, it often might not be possible to realize into practice according organizational, institutional and/or technical matters at the specific university. In this case the expectations to the final results of the Service Learning project should be clear to students and community partners. If a further cooperation makes sense, teachers can point on other existing initiatives that might support the community partners realizing their further goals.

Activity

Please watch and analyse the following videos that presents the process of designing and implementing Service Learning. If you can, share your thoughts with colleagues and reflect how your experience in teaching relates to this.



<https://www.youtube.com/watch?v=kFd-yiAfrmE>
<https://servelearnconnect.uky.edu/what-service-learning-and-civic-engagement-0>

8.2 Starting Phase

Designing a Service Learning course, involving students in investigating real-life problems in an actual community/institution/group, imagining strategies that they can use to solve or minimize problems, and then do something about it. It is of the essence that students be open to a collaborative interaction with “locals” that acknowledges not only the “needs” but also the “resources” that exist in any community/institution/group. Beside this openness to local knowledge and competences, it is also important that students continuously reflect on their

experience – and that teachers are willing to provide the support through the whole process.

Activity with students

- Please reflect on the meaning of the following statement.

“Human activity does not develop in a social vacuum but is instead strictly located in a social, historical and cultural context of meanings and relationships. Just like a message only makes sense in terms of the total context where it occurs, human relations are embedded in the context of the time, space, culture and local unspoken rules of conduct.” (Rosnow & Gerogoudi 1986, p. 4)

- Do you think this might be a good starting point to work with your students about how they perceive “problems” in their communities? Does it make a difference, if they locate the roots of these problems (e.g., garbage, homelessness, lack of green areas ...) on individual level or if they take the broader social, historical and cultural context into account?
- What are your conclusions for your Service Learning course about how to plan your intervention in communities, institutions, or diverse population groups? How do you prevent students from the risk of ‘blaming the victim’ as a form of hasty attributing guilt to the serving community (e.g. disadvantaged families, children or a specific representative) (Ryan 1979)? Make sure to sensitize students for the situation and living conditions of community members and their work with them, but also to avoid prejudices. Students should be sensitized so that they do not present themselves as the “moralizers” of community problems.

When teachers start planning Service Learning, there are some issues to consider in the starting phase of the course:

- **Identify the interests, competencies, and motivations of your students in relation to your course.**

What motivates them? What are their strengths? What knowledge and competences do you want them to develop? How are you going to monitor, support and evaluate the increase in knowledge and civic competences?

- **Identify the resources of the community partner.**

Who are the most significant – and willing – stakeholders? Which communities, institutions or groups might be more open to collaboration? What possible benefits are there for both the communities, institutions, groups and your students?

- **Formalize the cooperation in a cooperation agreement.**

Negotiate and define a contract – a verbal contract might be enough in some cases; in others a written document is preferable – with the community, institution, group where your Service Learning project is going to unfold. The “contract” or cooperation agreement serves to outline goals, clarify expectations and (co)responsibilities, define timelines and creates a collaborative mind-set. Universities can sometimes be perceived as powerful organizations on the outside, but knowledge is everywhere – also in the community.



Once your cooperation with your community partner has been formalized, you can present your Service Learning course to your students.

Activity with students

Brainstorm what are the most important characteristics of what some authors call the “entrance stage” (Kagan et al. 2011). What should you have in mind, when entering a community, institution, group for the first time? How can students establish an open, collaborative and trusting relationship to guide student’s work in this context? How can you work towards a consensual definition of what should be done? How can you show that you respect and care for the people in that context?

From the beginning, students should be encouraged to start a learning or reflection diary. Writing is an ultimately reflective task, and it helps students make sense of their experiences. Whether this is an actual or a virtual notebook, both methodologies are fine. The important aspect is that students follow a habit of writing about the Service Learning experience. To help them start, teachers can ask them to collect information about the community, institution, or group, e.g. from media coverage, websites, excerpts from artwork or scientific reports.

Keep in mind:

“Knowledge about the local community is prerequisite and prelude to decisions about what kinds of actions serve community goals and interests, and what individuals, groups, and social settings are most central to the action goal.” (Trickett 2009, p. 397)

8.3 Community Phase

To collect information and identify the needs and resources, it is possible to use social sciences research tools, empirical research methods, which target at listening and understanding first-hand experiences in the community. Some of these methods include participant observation, qualitative interviews and focus groups, but also photo surveys or community mapping (Fetterman 1996; Fetterman & Wandersman 2005). The community phase is characterized as important for the success of a Service Learning project as it enables students' self-efficiency from the starting point (Sliwka 2004).

Activity with students

Make students explore the website <http://www.communityplanning.net/>

Then suggest that students work in groups of three and select one method, discussing how they could apply it in the community, institution, or group. This might imply developing an interview script and role-playing the interview, with one student acting as the interviewer, the other as the interviewee and the third as an observer of the interaction, taking notes. Depending on your students' experience with these methods, role playing can be an essential tool for them to grasp, what it means to be in that particular situation.

8.4 Service Learning Phase

Working in the community, institution, or group can be challenging – and even a bit scaring – for students. Some ground rules might be useful for the implementation phase (Kagan et al. 2011; Menezes 2007).

8.5 Guidance Phase

Supporting students during their experience of Service Learning is a fundamental stage in this process – this implies paying attention to their evolution, but also whether they are experiencing the desired combination between academic results, personal growth and increase in professional competence.



At the beginning of a Service Learning project, students need guidance and a preparation for their first contact with community partners. Discussion with students and creating guidelines of how to behave with community partners and what to avoid are helpful and ensure that the first impression is positive. Throughout this phase, the teacher accompanies and supports students in the development of their project and helps them understand how the transfer between theoretical learning and the implementation of strategies and activities could be done in the community where Service Learning takes place (Jenkins & Sheehey 2012, p. 9; Bringle & Hatcher 1996; Bates et al. 2009; Bringle & Hatcher 2000). Sometimes, entering real-life contexts can lead to feelings of disappointment or frustration due to the relational and structural environment (Bates et al. 2009). This is why it is important that the faculty provides a close monitoring and supervision during Service Learning (Dunlap 1998; Bates et al. 2009, Gerholz et al. 2018).

There are a variety of strategies teachers can use to monitor and supervise students. They include asking students to keep a diary, having regular group meetings in which they can share their experiences and discuss what is happening, peer tutoring, encouraging students to collaborate with their colleagues, and also individual supervision meetings, to create a space for more private reflection on the meaning of the experience (Dunlap 1998). Dunlap also recommends that faculty meet with institutional partners for *in loco* supervision.

Example of a guideline for students' first contact with community partners:

- Take it easy: be nice, be sensitive, be patient;
- Explain why you are there – be honest about who you are and your motives;
- Take your time: people need to know you and have time to explain their views;
- Show that you are open and willing to collaborate;
- Get involved in the life of the community and respect their values and beliefs;
- Be open to deal with uncertainty and unforeseen events – one thing is for sure, both will happen;
- Be ready to lead and to be led, to learn and to teach;
- Watch yourself – there will surely be times, when your feelings might get in the way; but also be attentive to your ideas, surely some will be brilliant. Share, discuss, and explain and talk to your colleagues and your teacher;
- Keep a diary on your experience. Register ideas, feelings, photos, maps, and things to deal with later.

a) *Journal of Reflection Questions*

Dunlap (1998) suggests that right after the choice and allocation of Service Learning contexts, students should be encouraged by the teacher to share information based on a list named “Journal of Reflection Questions”, which are a combination of instructions and questions to assist students in developing a habit of critical reflection” (Dunlap 1998, p. 2) or as Clarke (2004, p. 1) says, “posing a series of questions to be answered in written journals could enhance reflective thinking”. This journal is a diary in which students record events that took place in their daily experience, perceptions about relationships they had, ideas they may come up with in the community.

In the journal, areas of reflection are associated with the realization of activities – *reflection in-action*: describing activities, recording routines, signaling interactions between community agents – and areas of reflection associated with the effects on the individual student – *reflection on-action*: establishing connections between experiences, “make informed decisions based on the ability to reflect on their practice and responded to issues emerging from this reflection.” (Clarke 2004, p. 2).

Activity

Thinking about the goals that Service Learning has in the context of your course, consider what could be included in your Journal of Reflection Questions. Keep in mind the three steps to induce critical reflection: before the experience; during the experience and after the experience. Write your questions down.

Here is an example of a sequence of questions for a logbook we created for students involved in Service Learning during the UNIBILITY project (University Meets Social Responsibility). This logbook makes students focus on the tasks, but also acknowledge the relations/emotions during the process.

Example of a script for a logbook



- **Week 1:** As regards your service learning experience, what was your first impression? Please describe it. What did you like best? And least?
- **Week 2:** Please describe the organization/community where you are based and its main activities.
- **Week 3:** Please describe the “best” experience that you have had this week. And what was the less positive experience? What have you learned?
- **Week 4:** What have you done this week? With whom did you interact?
- **Week 5:** Do you feel this experience is being relevant from a personal point of view? Why/ why not?
- **Week 6:** Do you consider that your work is having a positive or negative impact in the community or organization where you are working?
- **Week 7:** Are you having any strong feelings during this time? Why/ why not? What have you learned about yourself? And about other people with whom you are in contact?
- **Week 8:** What have you learned about the way the world/society works? What implications does that have for you as a person, as a citizen and a future professional?
- **Week 9:** Do you feel you are having the opportunity to make a real contribution? Why/ why not?
- **Week 10:** Are you having the opportunity to develop a personal perspective regarding “university social responsibility” (USR)? Do you feel that this experience is a way of putting that idea into practice? Why/ why not?
- **Week 11:** What do you feel about the way your university is developing USR? What changes would you recommend?
- **Week 12:** Please describe in detail an episode that you consider to be the “best” experience you had during this project. Why is this the “best”? Additionally, please describe in detail an episode that you consider to be the “worst” experience you had during this project. Why is this the “worst”?



b) *Peer tutoring*

Students should be encouraged to exchange experiences with peers, even though they might be involved in different services and contexts. “Peer tutoring is an instructional strategy that involves students helping each other” (Bowman-Perrott et al. 2013, p. 39) in different areas such as theoretical knowledge (e.g. key concepts that students do not understand on their own) and practical experiences. In this peer-mediated strategy, students play the roles of tutors and tutees and each student receives one-to-one assistance in his or her problem. “The students access expertise through mentors, whose role is to facilitate rather than teach, and the aim of learning is to solve realistic and practical problems in an authentic setting.” (Clarkson & Luca 2002, p. 2)

This sharing allows students to better articulate problems within the curriculum and makes it easier to share concerns arising from the physical and relational spaces of the contexts/communities where Service Learning unfolds, and the consequent search for solutions to solve problems – fundamental in the furthering of professional competencies (Dunlap 1998).

Peer tutoring allows students to receive individual assistance and contributes to the development of self-confidence and self-efficacy (Vogel et al. 2007; Bowman-Perrott et al. 2013) but also enhances learning and the professional experience of tutors and tutees when considering a Service Learning program (Clarkson & Luca 2002).

c) *Group meeting / discussion sessions*

Another support tool for students is the organization of group discussion sessions with small groups of students. The dynamic of these sessions should promote an environment of proximity, where students are invited to share their experiences and to exchange opinions about what each of them observed in their context (Dunlap 1998). These sessions intend to promote reflection and put in evidence that Service Learning fosters critical thinking and problem-solving.

d) *Individual supervision meetings*

A more individualized monitoring involves individual supervision meetings with the teacher. These moments allow a deeper analysis of ways of being and of intervening in the community, providing a framed reflection

Activity

Think about your role when using peer tutoring based on Zambrano and Gisbert (2015, p. 2305) quote: “... *the teachers’ interventions took place mostly spontaneously, and to a lesser degree at the students’ request, for the purpose of clarifying, evaluating answers, modelling behaviour as a mediator (for the tutor’s sake) and enabling consensus of answers.*”

within the objectives of the course and a thorough operationalization of the work plan in the community. The main goal of this moment is to “answer questions and assist students in problem-solving as issues arise” (Jenkins & Sheehey 2012, p. 9).

e) *Supervision meetings in context*

Organizing meetings in context on-site allows for a double function of feedback with the community partner and supervision in loco with the student once she or he enters the context. These meetings might have to be organized and planned.

8.6 Reflection Phase

Reflection is an important part in Service Learning to support and ensure the transfer and sustainability of learning processes. In this sense there should be a regularly opportunity for students to give feedback and a space to discuss needs and demands. At least at specific and relevant points of a Service Learning project but also at the end there should be an in-depth analysis and reflection about the service component. During the reflection phase it is important to describe what happened, considering the main difficulties and achievements of the Service Learning project (Kaye 2010). Encouraging a collective discussion about the changes it brought about (in personal, civic and academic dimensions) and placing the experience of Service Learning into a larger context can generate new perspectives of how communities in fact work (Bringle et al. 2016). There are several examples of Service Learning reflection exercises across a variety of courses (such as the DEAL model – Describe, Examine and Articulate Learning or Bloom’s Taxonomy) (Ash & Clayton 2004; Ash & Clayton 2009; Jameson, Clayton & Bringle 2008), nevertheless asking students for a written reflection about the learning outcomes that results

from Service Learning can serve various objectives. On the one hand, it can help them to better understand the complexity of the process in which they were involved and on the other hand it may give them the awareness that through Service Learning they were exposed to critical civic issues that contribute to their academic and civic learning, and/ or personal growth.

Besides reflection and evaluation also recognition of the service effort is a main aspect of this phase. To support a culture of recognition for Service Learning the publishing of the project in form of local newspaper articles, university



magazines and blogs or in form of presentations at the university can be helpful. To recognize the service effort of students ceremonies of honor could take place, a special celebration or a certificate for their service effort could be handed out. Universities are a privileged context for implementing Service Learning, as the “intentional use of community engagement, active learning, and reflection is critical to professional skill development for effective practice.” (Deck et al. 2017, p. 458). Recognition can take four basic forms (see also figure 13):

Support measures: Support measures focus on recognizing service effort through offering institutional support (e.g. trainings, workshops, rooms for meetings and consultations). This supports might on the one side be beneficial to facilitate students’ service in the community, but also offer academic support in their professional development.

Validation measures: Validation focuses on recognizing service effort through offering credits for the engagement, the integration into the curriculum, and the transfer of the service into acquired competences for

their studies. These measures are related to the translation of students' service efforts into credits and represent a formal way of recognition into curriculum-based performance records.

Valorisation measures: Valorisation means recognizing service effort in the form of rewards, prizes, certificates or in the diploma supplement. These measures officially document the engagement of students, which can be useful in CVs and jobs applications. Nevertheless, to award prizes and awards might be difficult because a comparison between different forms of engagement and services might be challenging.

Bonification measures: Bonification takes place in form of a bonus point, which e.g. can have an impact on grading, scholarship access or study grants. This recognition measure can be used as a compensation for the service effort.

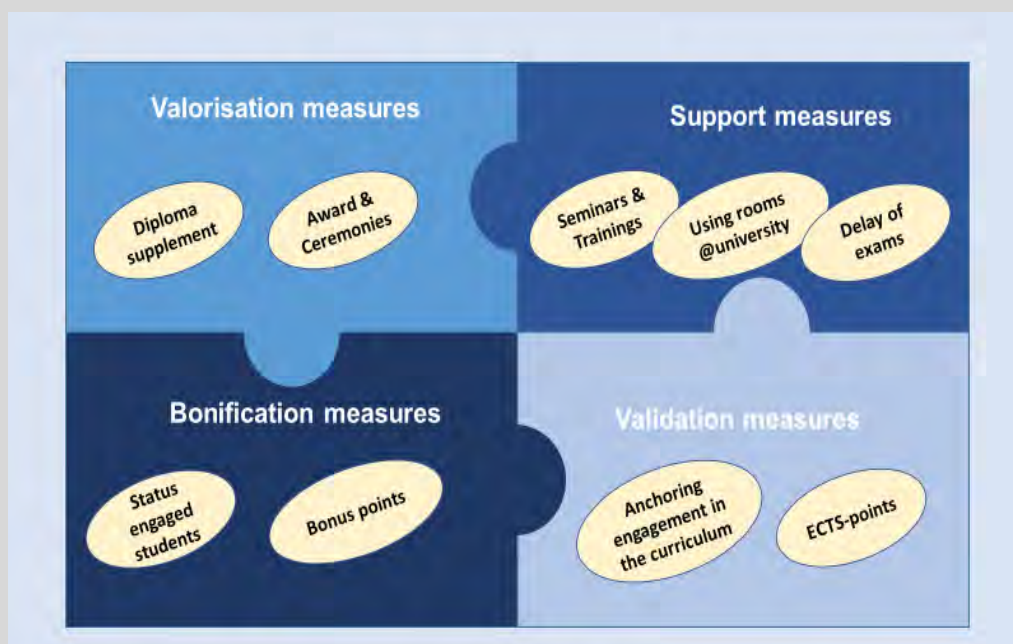


FIGURE 13. FORMS OF RECOGNITION

9 WORKSHEETS



Service Learning...

...seeks to engage students in activities that both combine community service and academic learning. ... Many service-learning activities provide students with opportunities for further academic development by allowing them to apply their knowledge to address a curriculum-related need in the community ... While students may develop socially and personally, the primary intended purpose of service-learning is to enhance students' academic development and civic responsibility (Furco 2006)

... brings together students, academics and the community whereby all become teaching resources, problem solvers and partners. In addition to enhancing academic and real world learning, the overall purpose of service learning is to instil in students a sense of civic engagement and responsibility and work towards positive social change within society (Europe Engage 2017)

... is a way of thinking about education and learning (a philosophy) with an accompanying teaching tool or strategy (a pedagogy) that asks students to learn and develop through active participation in service activities to meet defined issues in community organizations. There is reciprocity in the exchange between students and the community. (Petersen & Simon 2013, p. 7)

... is a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher 1996, p. 112)

... has the potential to affect students' personal growth, civic responsibility, and social understanding through linking personal insights with coursework and real-world experiences (...) Self-reflection, a key component of service learning, encourages students to intentionally consider their community experiences to understand how the experience has affected them on personal and academic levels (Sanders, Van Oss & MacGeary 2016)

Worksheet: Reflection about Service Learning

Please complete the following tasks:

TASK 1. What are common parts of these definitions? What are the main elements of Service Learning according to them?

1.

2.

3.

TASK 2. How do these definitions of Service Learning fit with your activities and other applied teaching methodologies?

1.

2.

3.



TASK 3. Please list what you think the three main potential benefits of incorporating Service Learning into your teaching might be:

(a) For you as a teacher/lecturer?

1.

2.

3.

(b) For your students?

1.

2.

3.

TASK 4. Please undertake a literature review to identify three additional articles, books and/or reports related to Service Learning that are particularly relevant for your work:

1.

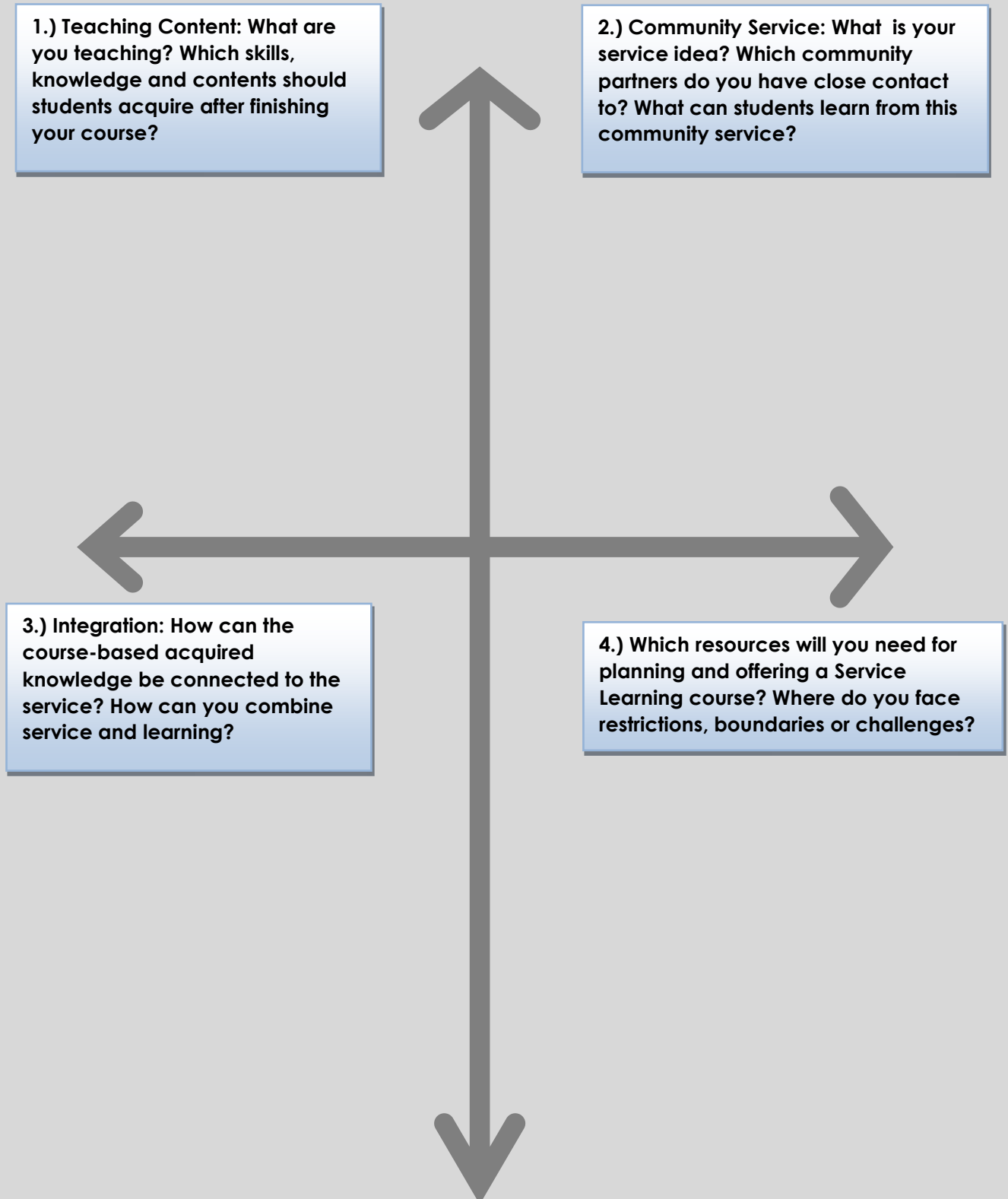
2.

3.

TASK 5. Please outline a possible research topic which your students might undertake related to Service Learning:

TASK 6. Please outline how do you think your role as a teacher will change by applying the Service Learning approach:

Planning Tool: Points of entry – Identify your Service Learning project idea



Step by Step Approach 1: Planning Phase



1. Identify your Service Learning idea: Make sure what Service Learning means to you and your didactical approach (see also Planning tool 1)



2. Deliberate the benefits of doing a Service Learning course instead of regular teaching for students, the community and the HEI (for you)



3. Reflect on the curricular background of the course and the prerequisites of students (student size, aims of the course, position in the curriculum, length of the course, prior knowledge & experiences of students, weekly hours, course type, ...)



4. Reflect on the expected learning outcomes for students



5. Clarify your institutional & policy background for Service Learning at your HEI: How institutionalised is Service Learning at your university and what does this mean for the course design?



6. Reflect on the kind of services and projects appropriate to the course content



7. Check and plan resources available for planning and offering a Service Learning Course (e.g. Student assistance, time, space, financial funding, network partners, training on Service Learning and so on)



8. Consider & check legal aspects for a partnership between the HEI (Higher Education Institution) and the community partners (Aspects of insurances for students & community clients, for the institution; and so on). Which risks are accompanied with the Service Learning project?



9. Keep time frames of the Service Learning project in mind (e.g. semester planning, deadlines, holidays, submissions, final exams...)?



10. Consider logistical aspects for the community service like (public) transportation to the community

Step by Step Approach 2: Community Needs Phase



11. Clarify the number of involved Community Partners (a single one or more?)



12. Decide how to find community partners? (student self-selection, workshops with the community, face-to-face meetings, volunteer fairs, recruited through community organization centres, volunteering centres, online tools like the ...)



13. Deliberate which organizations or community partners will make the best partners



14. Select a method for identifying the mission but also the needs of the community partners and reflect on how to build trust with the community partners



15. Deliberate about the reciprocity in the cooperation between university and the community



16. Make sure that community partners know what kind of experiences will enhance the expected learning outcomes of students through the provision of service



17. Clarify the different responsibilities and roles of students, community partners and teachers – straighten what kind of service will be provided and how students will work (individually or in groups, format of services)



18. Clarify how students will be supervised on site, who are contact persons for students and how continuous guidance is offered by the university



19. Think of and prepare an institutional contract between the community organization and the university



20. Plan the community service units and give students information about how many hours they will spend with the community partners



21. Plan risk management and deliberate on possibly occurring situations during students' provision of a service and what to be done to avoid these situations – also prepare students about these concerns before they start their first service unit



22. Reflect on the role of digital media in the course and if but also in what sense it could be useful to use in the course to support teaching, the learning of students, the course organisation and the service for the community

Step by Step Approach 3: Service & Guidance Phase



23. Think about a Student Code of Conduct and create one; it should be obligatory for every student (students could sign it)



24. Plan the first meeting with students in detail (What information is necessary for students to familiarize with the policies, procedures and risks involved in the service for the specific community partners they serve? What kind of information do students need as a preparation for their first meeting with community partners?)



25. Plan and Provide Do's & Dont's in the contact and communication with community partners for students, give them an email address or a telephone number they can contact in case of emergencies



26. Plan reflection assignments for academic learning: consider what kind of assignments are appropriate for the integration of experiences (service and learning)



27. Clarify your role as a teacher. How do you see in the further service learning process and how do you supervise students during the in-service process? (guidance support)



28. Plan and inform students about how they are tracked during their service provision and how they should document their service activities



29. Plan the Assessment & Grading of students (How is students' engagement on-site assessed? How it will be part of course grading? How to deal with students' early exit from the course? In which form do students get feedback from different supervisors?)



30. Plan and offer regular supervision units with students at the university

Step by Step Approach 4: Demonstration & Recognition Phase



31. Plan the last steps of the Service Learning Course (Saying Goodbye to the community partners; Presenting a final product to the community)



32. Plan the Evaluation of the Service Learning course (What should be evaluated and how? Should only students take part in an evaluation or also community members?)



33. Plan strategies to assure the sustainability of the project(s) (How is it possible that students can keep in contact with the community and sustain the service after the course?)



34. Reflect on and provide student recognition (How is students' engagement recognized through or at least in the end of the course? E.g. celebration, presentation of the results, feedback, certificates, confirmation of participation, diploma supplement...)



35. Plan and create a dissemination strategy of your project – use opportunities for presenting the Service Learning project to the public (local newspapers, reports, rectorate, study program manager, colleagues, newsletter, conference paper, journals and so on)

Planning Tool Learning Objectives 1 (adapted from Howard 2001) – Which outcomes are expected of the course?

Goal Category	Knowledge	Skills	Values
Course-specific Academic Learning Goals			
General Academic Learning Goals			
Civic Learning Goals			
Community Learning Goals			
Personal Learning Goals (personal skills, personal growth)			
Social Responsibility Learning Goals			

Planning Tool Learning Objectives 2 (adapted from Howard 2001) – Which strategies are there to reach these outcomes?

	Objectives	Strategies		Assignments	Assessment
Goal Category	Specific Learning Goals	Classroom Strategies	Community Service Strategies	Student assignments	Evaluation & Transformation onto student's assessment
Course-specific Academic Learning Goals					
General Academic Learning Goals					
Civic Learning Goals					

Planning Tool Learning Objectives 3 (adapted from Howard 2001) – Which strategies are there to reach these outcomes?

	Objectives	Strategies		Assignments	Assessment
Goal Category	Specific Learning Goals	Classroom Strategies	Community Service Strategies	Student assignments	Evaluation & Transformation onto student's assessment
Community Learning Goals					
Personal Learning Goals (personal skills, personal growth)					
Social Responsibility Learning Goals					

Planning Tool: Action Plan 1

Objective	Description	Strategy & Criteria	Planned Action	Involved people & Organisations	Start & End	Materials & Resources
Curricula Background	<ul style="list-style-type: none"> • What kind of community service seems to be appropriate in relation to the curriculum and course content? • How should the course be structured? • Are there any ethical issues to consider? 					
Identifying expected results from Service Learning course	<p>What will students know, understand and be able to apply (skills) after the course?</p> <ul style="list-style-type: none"> • academic outcomes • civic outcomes • personal outcomes • How should they achieve that goals? 					
Identifying student's needs:	<ul style="list-style-type: none"> • pre-requisites of students • prior knowledge • prior skills • special needs • special interests 					

Planning Tool: Action Plan 2

Objective	Description	Strategy & Criteria	Planned Action	Involved people & Organisations	Timing	Materials & Resources
Identifying Community needs & building partnerships	<ul style="list-style-type: none"> • How to identify them? • How to get in contact with community partners? • How to establish a community partnership? • What are the criteria for selecting community partners and building a partnership? • How to fix and sustain the partnership? 					
Preparation of students	<p>What should students know before they first contact with the community:</p> <ul style="list-style-type: none"> • about the organization, • background of service, • clients or community partners? • What are Do's and Dont's in contact with the community partners? 					

Planning Tool: Action Plan 3

Objective	Description	Strategy & Criteria	Planned Action	Involved people &	Timing	Materials & Resources
Risk Management	<ul style="list-style-type: none"> • What risks could occur during the service part? • How could these be prevented? • What strategies can students use in terms of risk management? 					
Supervision & Reflection	<ul style="list-style-type: none"> • How will the students be supervised on-site? • How will you supervise them before, during and after the service parts? • Which reflection activities will be used in the course for an ongoing reflection process? • What criteria should be included in students' reflection? 					

Planning Tool: Action Plan 4

Objective	Description	Strategy & Criteria	Planned Action	Involved people	Timing	Materials & Resources
Performance, tasks & grading	<ul style="list-style-type: none"> • How will the performance of students be judged? • How will you know as teacher that students have learned or mastered the content or skills you expected from them? • What will they do to prove this to you? • Which parts will be graded? • What task should students submit to get a grade? • Which kind of formative or summative assessments are planned? 					
Demonstration & Recognition	<ul style="list-style-type: none"> • How will students' service be recognized in the course? • How will the closure of the service activity be organized? (e.g. celebration, certificate, presentation & demonstration of results)? 					

How students identify the needs of community partners

(adapted from Seifert, Zentner & Nagy 2012)

At the university:

STEP 1 Analyse the curriculum & course syllabus:

What is the objective of the course? What will you learn in the course? What skills and competences should you acquire or improve after the course?

STEP 2 Analyse yourself

What are your special interests in the course? What are your personal strengths and your skills? How could they be useful for a specific community?



In the community:

STEP 3 Brainstorm: Think about your community - What do you like about your community? Where do you see problems, barriers or challenges?

Is there a specific group of people who you think might need help (older people, children, students, initiatives, projects, organisations, asylum seekers, homeless people, places in the neighbourhood ...)?

How are people in your community supported – can you remember any area, district or group who does not receive the support they need?

STEP 4 Do research: There are several options to conduct research about the need of your community. Have a look inside local newspapers.

- Which problems do local newspapers report?
- What positive and negative events happened in the last few months?
- What challenges and problems does the community struggle with?
- What is reported about local initiatives, NGOs, associations dealing with these problems?

STEP 5 Investigate the community's surroundings using methods like these

- *take a walk around the community and take pictures of things you don't like and which attract your attention. Reflect with your peer students how they assess them.*
- *use demographical or statistical data and maps to get an overview of the community*
- *visit places where you find people of your special interest group and visit different community places and organizations. What can you observe? Try to document your observations (ethnographical approach).*

STEP 6 Interview community partners: Prepare a guideline and ask stakeholders and members of the community about their needs.

- *prepare a questionnaire and do a survey asking local residents what they like about their community and in what sense your support would be beneficial to them*
- *prepare a guideline and interview experts, receiving a good overview about the community and about their ideas in the end*
- *prepare a guideline and interview community members / supporters about their concrete needs and how you could advice or support them.*

Back at the university:



STEP 7 Collect and sort the collected information:

What did you investigate in the curriculum and in the community? What can you derive from it? Did you find intersections between your data sources that makes sense? Document your results in form of notes, a short report, a mind map, a poster,

Can you bring Service and Learning together? What is your community service idea? Be creative and think about a number of different possibilities. Try to formulate your idea in a few words. In a next step you can compare your options and evaluate your ideas (see Planning Tool: Selection of a Service Learning Project).

☑ Partnerships with community partners are successful if ...

- ☐ community partners' needs match with course-based learning goals
- ☐ the service means a benefit for the community partner and improves their situation
- ☐ teachers and students know about the expectations of community partners and orient towards them in their service
- ☐ there is no strict differentiation between service providers and service consumers
- ☐ community partners know and understand the goals of the cooperation
- ☐ roles and responsibilities are well defined
- ☐ the Service Learning part or course is planned together with the community partner and outcomes are agreed upon
- ☐ responsibilities for students' supervision are discussed and clear
- ☐ the community partner has a clear idea about the level of competency students acquire in the course
- ☐ the community partner knows exactly if and how he is involved in the evaluation process
- ☐ the time frame for completing the work and delivering is agreed upon
- ☐ there are clear criteria about what defines 'success'
- ☐ a joint letter of understanding exists and expresses the goals and responsibilities in a written form
- ☐ students demonstrate their learning in action and are confronted with realistic goals to master

Planning Tool: Selection of a Service Learning Project

Rating	Project 1	Project 2	Project 3
Evaluation criteria	Scale: 1=extremely low, 5= particularly high	Scale: 1=extremely low, 5= particularly high	Scale: 1=extremely low, 5= particularly high
Criterion 1: Benefits for community partners <ul style="list-style-type: none"> • What are the benefits of this project for the community partner? • Is it possible to meet a real need of a community partner? • Will the project help them for their own empowerment? 			
Criterion 2: Realisation of the project <ul style="list-style-type: none"> • How realistic is the implementation and execution of this projects according to the available resources of faculty and students? • Is the project realistic in terms and aspect of time, money, students' and teachers' skills, knowledge and motivation? • Are there some other experts who could give advice? • Who could give resources and support for the project? • Does the project require specific funding and who could provide financial support? 			

Criterion 3: Students' academic learning <ul style="list-style-type: none"> • What will students learn from this form of community service? • How may students' academic learning benefit from this community service? 			
Criterion 4: Interests of students <ul style="list-style-type: none"> • Does the project fit with the interests of students? • Is it motivating and inspiring for them? • Does it mean a challenging experience for them? • Is it not too overwhelming for them? 			
Criterion 5: Prevention of risks <ul style="list-style-type: none"> • What are the risks in this project and are they manageable to be prevented? (social, physical, psychological, moral risks) 			
Criterion 6: Research aspects <ul style="list-style-type: none"> • What are the benefits of the project concerning collection of data or other research aspects? 			
Criterion 7: Strengths of the project <ul style="list-style-type: none"> • What are other strengths of the project? 			

☐ **Rigorous**

Learning: the community service is explicitly connected to curricular contents & academic outcomes

☐ **Relevant &**

Responsive Service: the service provided by students must fulfil a real community need

☐ **Reciprocity:**

the partnership generates reciprocal benefits for both students and community partners

Look for the 6R's

(Watkins, Hayes & Sarrubi 2015)



☐ **Risk & Reality**

Assessment: students are prepared to identify areas of uncertainty as the community service is in an unfamiliar environment for them

☐ **Reflection:**

connecting learning with engagement through students' ongoing , intentional & organized reflection

☐ **Recognition &**

Celebration: to recognize students' community service, breaks are incorporated in the course design and a "good-bye" closure ceremony is ritualized

Design of Reflection Strategies – Guiding Questions (adapted from Ash & Clayton 2009)

Strategies

When and how often will reflection occur?

Before, during, and after the service experience?

Will students reflect iteratively so that reflection builds on itself over time?

Where will reflection occur?

In or outside the classroom?

Who will facilitate and/ or participate in reflection?

Instructors, members of the community or peers?

How will feedback be provided and/or reflection products graded?

What is the relationship between the amount and form of feedback and the level of expected outcomes?

What is the relationship between the reflection outputs and the overall grade?

Mechanisms

Toward which specific objectives will the activity be guided?

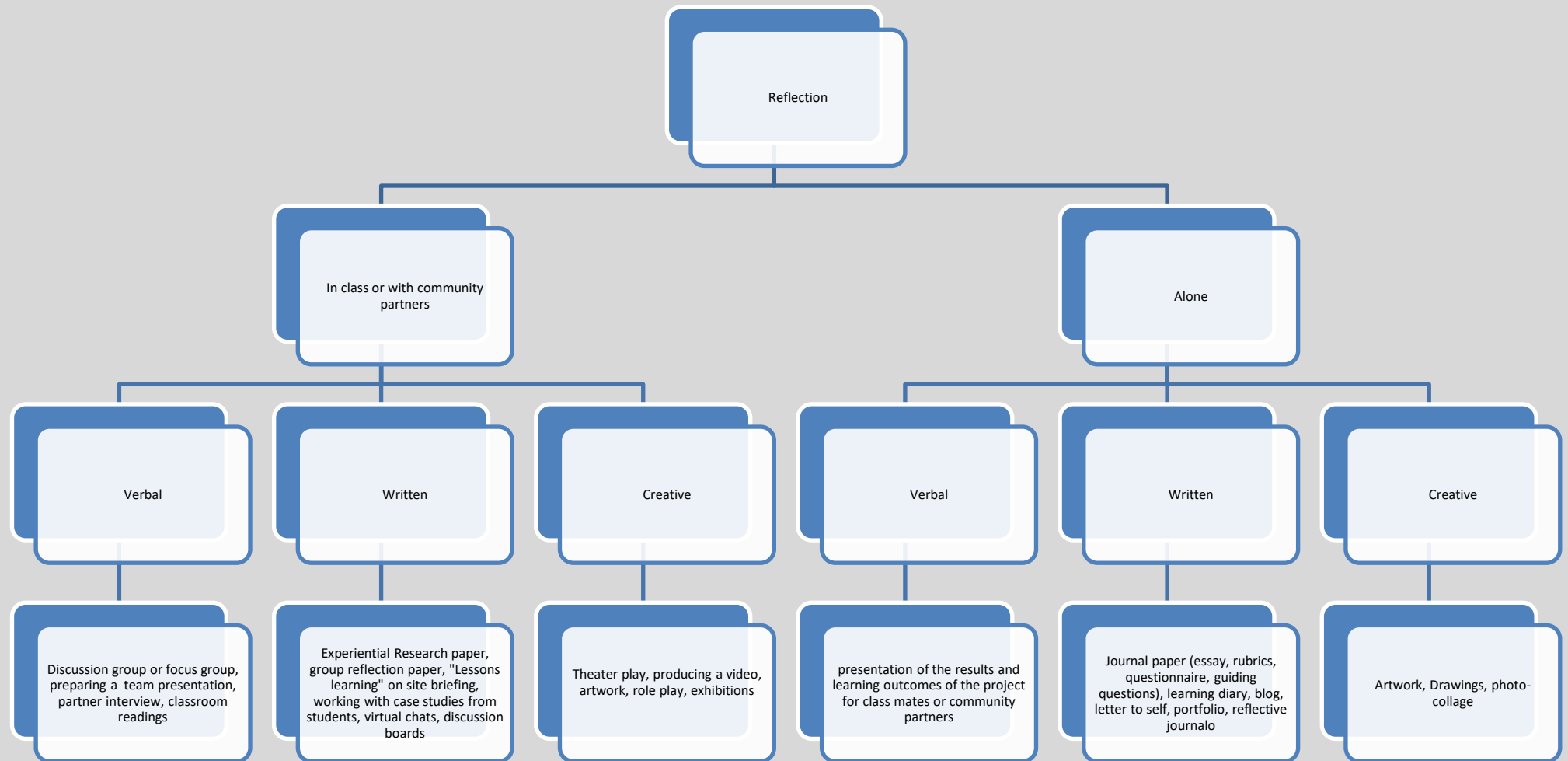
What medium will be used for the activity; written assignments, worksheets, videos, online forums, in-class sessions, concept maps, etc.?

What prompts will be used to guide the activity?

Which products will demonstrate the learning the activity generates: essays, Presentations (Power Point, Poster), handout, oral exams, etc.?

Which criteria will be used to assess the learning process?

Finding reflection tools



Examples for reflection questions

DEAL–Model (adapted from Ash & Clayton 2009): Describe, Examine and Articulate Learning

STEP 1: Describe the Learning Experiences

What happened? What did you do? Why did you do it? When did this experience take place? Who else was there? What was said? What was communicated?

STEP 2 Examine the experience by the category of learning goal (academic learning, civic learning, personal growth) - Prompts

Personal growth: *What assumptions or expectations did you bring to the situation? How did this experience make you feel? How did you interpret the thoughts, feelings, decisions, and/or behaviours of others? In what ways did you succeed or did you well in this situation and what personal characteristics helped you to be successful? In what ways did you experience difficulties and what personal characteristics contributed to the difficulties? How did this situation challenge or reinforce your values, belief, convictions?*

Civic Learning: What civic goals were you trying to accomplish? What was the reason of the actions taken by you or others? In what ways did differentials in power and privilege emerge in this experience? What were the sources of them? What is the interest of the common good in this situation? In what ways is the individual good linked to and/or contrary to the common good? How did this experience increase your sense of responsibility for acting on behalf of others? Did your assumptions about members of the community make your experience more or less successful when accomplishing your objectives? How did your personal values regarding civic engagement play a role in helping you to accomplish your goal? How can you or others in the community use what you learned about the course material and are there any challenges associated with doing so?

STEP 3: Articulate Learning – use the responses from steps 1 & 2 and verbalize what learning has occurred, linking it to the learning objectives

What did you learn? How did you learn? Why does it matter? What will you do in light of it?

Academic Learning: What assumptions based on your scientific knowledge did you make? How did this knowledge impact your service experience? What academic skills and knowledge did you use in that situation? Did your assumptions and your experience differ from each other and in what ways? What could be possible reasons for such differences or similarities? What knowledge or skills improved as you participated in the service? How did your knowledge and skills effected other people? What knowledge and skills were not possible to use in the service provided? Did you note differences between textbook knowledge and your community experience?

Scoring rubric for the assessment of the final qualitative reflection paper (adapted from Sanders, Van Oss & McGearry 2015)

Explanation: At the end of a Service Learning activity, students often have to write a reflection paper about their service and learning experiences in the community. The rubric below gives teachers an orientation about how to assess such a reflection paper at the end of the course. Teachers take students' papers and try to identify at which level each student has reflected based on the listed questions. Each level is related with a specific amount of points. At the end they sum up the points from all questions and grade the paper according the total sum. It is important that teachers present these criteria and guiding questions to the students already at the beginning of the course.

Guiding Questions	Not present 0	Identify/Describe 1	Apply 2	Analyze and Synthesize 3	Evaluate 4	Total
Describe your service event/work (check only)						
Describe what you learned about yourself, your personal skills/abilities and personal values	No mention of personal skills 0	Limited personal skills or value 1	Applied personal skills/values 2	Analyzed how self-perception changes and why 3	Evaluated which skills to develop or change in the future 4	

Identify how you impacted the setting or community	No mention of impact 0	Described service in community 1	Described unique role in service 2	Analyzed how personally impacted key parts of service 3	Evaluated how could further impact service in the future 4	
How did service learning relate to class content? Please provide an example of what you learned and how Service Learning exemplified this.	No mention of class content 0	Identified and described basic class concept but no link 1	Applied class concepts to Service Learning experience Linked both 2	Analyzed course content relative to Service Learning experience compared, contrasted, or explained greater understanding 3	Evaluated need for more information, how did Service Learning inform practical application content 4	
Guiding Questions	Not present 0	Identify/Describe 1	Apply 2	Analyze and Synthesize 3	Evaluate 4	Total
Describe one particular event during your Service Learning experience. What were the broader social issues that impacted the event?		Count number of systems mentioned				

Paper analyzed according to:					
-Complexity of systems-Number of distinct systems involved as subjects, targets of action, or reason for actions					
-Multidimensionality of issues- Number of dimensions related to the issue or focus		Count number of dimensions mentioned			
-Understanding of relationships between the individuals and social systems (i.e. disparities, social justice)	No 0	Yes 1			
How did it impact your view of the world Yes/No	No Impact 0	Yes impact 1			

10 FINAL NOTES

For the last ten years, Service Learning as an experience-based pedagogy in higher education has become more and more popular in Europe. Teachers starting with Service Learning usually have many questions regarding the implementation of this teaching method. This Workbook wants to support them in realizing their intentions. The Workbook offers an initial introduction to this method and provides important practical information on a wide range of topics related to Service Learning. In the context of this Workbook, it was possible to provide a detailed literature list giving insight into this pedagogy, and at the same time to present it in a highly practical and easy-to-understand manner. Research results, such as evaluation results, were neglected based on the objective of providing practical guidance, especially for university lectures. In a more intensive study of the approach, however, it can make sense to take a deeper look at different research approaches about Service Learning and to compare them with your own results and findings from practical experience, and to further expand the research in this regard.

There are various interpretations and understandings of Service Learning in different regions – this should not be disregarded. For example, the term “community-based learning” is often used to describe the method in Ireland, in German-speaking area the term “learning through engagement” is common. Service learning can be culturally and linguistically shaped, linked to different connotations in different countries and cultures. If the approach is transmitted to one's own university and cultural context with the aim to implement Service Learning at the university this should be considered.



The descriptions in the Workbook make it clear that the implementation of Service Learning relates to the institutional and curricular framework conditions at each university. Depending on the respective requirements, it may be easier or more difficult to integrate Service Learning into the curriculum or to obtain sufficient resources to support the implementation. The institutional framework in particular offers many open questions that need to be answered. For example, what forms and to which extent university lecturers need support if they become familiar with the Service Learning approach. How can students' learning and engagement be further linked in terms of quality assurance in order to actually achieve the associated expectations of Service Learning and which methods are available to ensure this? Which formats of courses prove to be the most effective according to the related aims? In particular, the assessment of Service Learning activities seems to have been neglected so far. How to include activities in the context of service components into assessments and final evaluation of students is still unclear. Which forms of recognition do students actually want for their engagement in the community? In times of the COVID-19 pandemic, digital formats of E-Service Learning are becoming increasingly important for the implementation of service activities. How can and should online forms of Service Learning be used sensibly and how do they differ from traditional Service Learning? What are the limits of E-Service Learning? All of these questions prove to be trendsetting for dealing with Service Learning in the future.

We hope that the workbook offers an orientation for all those interested in Service Learning and we wish you exciting moments when working with students and community partners. In this context, we would like to thank all of our colleagues who actively contributed to this workbook and who supported us with feedback on the way.



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PLATFORMS & RESOURCES

NETWORKS:

- **AASHE (THE ASSOCIATION FOR THE ADVANCEMENT OF SUSTAINABILITY IN HIGHER EDUCATION):** <https://www.aashe.org/about-us/>

AASHE is an association for the advancement of sustainability in higher education. They offer workshops, webinars, information, toolkit and resources and for faculties, administrators, staff and students who are change agents and drivers of sustainability innovation.

- **CAMPUS COMPACT:** <https://compact.org/>

Campus Compact is a coalition of colleges and universities and puts special emphasis on partnerships to support educational equity. They help colleges and universities to advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility.

- **CAMPUS ENGAGE:** <http://www.campusengage.ie/>

Based within the Irish Universities Association, Campus Engage is dedicated to supporting Irish higher education institutions to embed, scale and promote civic and community engagement across staff and student teaching, learning and research.

- **EOSLHE (EUROPEAN OBSERVATORY OF SERVICE-LEARNING IN HIGHER EDUCATION):** <https://www.eoslhe.eu/>

The European Observatory aims to enhance and disseminate the knowledge of Service Learning in higher education in Europe. It was created as a permanent space for cooperation and exchange among the members of the European network Europe Engage for mapping the use of, collecting data and evidences and promoting the use of this learning methodology as well as its institutionalising processes.

- IARSLCE (INTERNATIONAL ASSOCIATION FOR RESEARCH ON SERVICE-LEARNING & COMMUNITY ENGAGEMENT): <http://www.researchslce.org/>

The International Association for Research on Service-Learning and Community Engagement (IARSLCE) is an international non-profit organization devoted to promoting research and discussion about service-learning and community engagement.

- LATIN AMERICAN CENTER FOR SOLIDARITY SERVICE-LEARNING (CLAYSS): <http://www.clayss.org.ar/>, <http://www.clayss.org.ar/english/index.html>

The CLAYSS promotes the development of the pedagogical proposal of Service Learning in Latin America. It offers training to faculty and community leaders to develop Service Learning projects and develops Service Learning projects in schools, higher education institutions, universities, and youth organizations.

- NETZWERK BILDUNG DURCH VERANTWORTUNG: <https://www.bildung-durch-verantwortung.de/>

Bildung durch Verantwortung is a German University Network that sees itself as an exchange platform for the promotion of civil society engagement by students and universities. The aim is to connect universities that want to assume and expand their social responsibility by systematically promoting the civil society engagement of students, teachers and other university members, combining them with their educational mission and thus actively influencing society and contributing to the mutual transfer of knowledge.

JOURNALS

- EDUCATION, CITIZENSHIP, AND SOCIAL JUSTICE:

<https://journals.sagepub.com/home/esj>

It is a peer-reviewed journal that provides a strategic forum for international and multi-disciplinary dialogue for all academic educators and educational policy-makers concerned with the meanings and form of citizenship and social justice as these are realized throughout the time spent in educational institutions.

- THE JOURNAL FOR CIVIC COMMITMENT: <http://ccncce.org/>

The journal is dedicated to growing and strengthening the discussion around service learning, which connects the academic curriculum to service and civic engagement in communities, both locally and globally. It offers research and theories, strategies, and tips and techniques to readers. It is dedicated to disseminating research-based and practical information to service learning practitioners, coordinators, and administrators.

- JOURNAL OF COMMUNITY ENGAGEMENT AND HIGHER EDUCATION:

<https://discovery.indstate.edu/jcehe/index.php/joce>

The Journal of Community Engagement and Higher Education is an on-line, refereed journal concerned with exploring community engagement and community-based learning perspective, research, and practice.

- JOURNAL OF COMMUNITY ENGAGEMENT AND SCHOLARSHIP: <http://jces.ua.edu/>

The Journal of Community Engagement and Scholarship (JCES) is a peer-reviewed international journal through which faculty, staff, students, and community partners disseminate scholarly works. JCES integrates teaching, research, and community engagement in all disciplines, addressing critical problems identified through a community-participatory process.

- JOURNAL OF HIGHER EDUCATION OUTREACH AND ENGAGEMENT:

<https://openjournals.libs.uga.edu/jheoe/index>

The mission of the journal is to serve as the premier peer-reviewed, interdisciplinary journal to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities.

- JOURNAL OF SERVICE-LEARNING IN HIGHER EDUCATION:
<https://journals.sfu.ca/jslhe/index.php/jslhe>

The Journal of Service-Learning in Higher Education is an online, international, peer-reviewed journal for the dissemination of original research regarding effective institutional-community partnerships. The primary emphasis is to provide an outlet for sharing the methodologies and pedagogical approaches that lead to effective community-identified outcomes.

- PARTNERSHIPS: A JOURNAL OF SERVICE-LEARNING AND CIVIC ENGAGEMENT (FINAL ISSUE SPRING 2020): <http://libjournal.uncg.edu/prt>

The articles in this peer-reviewed journal focus on how theories and practices can inform and improve such partnerships, connections, and collaborations.

- MICHIGAN JOURNAL OF COMMUNITY SERVICE LEARNING:
<https://quod.lib.umich.edu/m/mjcs/>

It is an open-access journal focusing on research, theory, pedagogy, and other matters related to academic Service Learning, campus-community partnerships, and engaged/public scholarship in higher education.

- JOURNAL OF EXPERIENTIAL EDUCATION: <https://journals.sagepub.com/home/jee>

The Journal of Experiential Education (JEE) is an international, peer-reviewed journal publishing refereed articles on experiential education in diverse contexts.

- THE INTERNATIONAL JOURNAL OF RESEARCH ON SERVICE-LEARNING & COMMUNITY ENGAGEMENT :
<https://journals.sfu.ca/iarslce/index.php/journal/index>

The IJRSLCE is a peer-reviewed online journal dedicated to the publication of high quality research focused on Service Learning, campus-community engagement, and the promotion of active and effective citizenship through education.

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