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Service-Learning Course Design Workbook

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And finally, and belatedly, I would like to thank Dale Rice, who first introduced me to the term "academic service-learning."

Dedication

This workbook is dedicated to those who have served as editorial board members and peer reviewers for the *Michigan Journal of Community Service Learning* over its seven year history. The work of the MJCSL would not have been possible if not for each of them. I will be forever grateful.

This workbook also is dedicated to faculty who aspire to be better service-learning educators.

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Introduction

In response to the growing conviction that colleges and universities have a responsibility for preparing students for civic participation, academic service-learning appears to have established permanent residency in the landscape of higher education. A sample of organizations, activities, and infrastructures that have been, and will continue to be, central to both enabling and sustaining this educational movement include:

(1) Campus Compact, a national organization of over 750 college and university presidents, which lobbies for, and offers workshops, toolkits, and publications aimed at, renewing the civic mission of higher education and student and faculty involvement in community and public service;

(2) The Corporation for National Service, a federal agency that has funded hundreds of service-learning initiatives over the last eight years;

(3) Service-learning centers, which have sprung up on college campuses everywhere, supporting and facilitating student and faculty work in communities;

(4) A proliferation of publications on and about service-learning and the civic renewal of higher education;

(5) The American Association of Higher Education's (AAHE) "Service-Learning in the Disciplines," an 18 volume discipline-specific publication series directed toward faculty interested in colleagues' views and implementation of service-learning;

(6) The *Michigan Journal of Community Service Learning*, a national peer-reviewed journal, which publishes service-learning scholarship and has reached a circulation of more than 1,300;

(7) The National Service-Learning Exchange, which provides training and technical assistance to service-learning programs;

(8) The National Service-Learning Clearinghouse, which provides resources for service-learning programs;

(9) The AAHE-Campus Compact Consulting Corps, which was established as a discipline-based resource providing technical assistance and professional development for service-learning faculty and engaged campuses;

(10) Conferences dedicated to service-learning or with a strong service-learning presence, which are held almost every month of the year now;

(11) Research opportunities and studies, which have proliferated in recent years;

(12) The National Review Board for the Scholarship of Engagement, which advises promotion and tenure committees around faculty portfolios that include civic engagement activities; and

(13) A National Center for Service-Learning Research, which is in the initial planning stage.

A Growing Problem

There is mounting evidence that the extensive support for service-learning, reflected in the list of activities on the preceding page, is accompanied by increasing misunderstanding about this pedagogy. As more and more faculty adopt the service-learning pedagogy, there has been a concomitant expansion in the range of interpretations of this teaching-learning model. Content analysis of article submissions to the *Michigan Journal of Community Service Learning* reveals a wide catchment for service-learning courses. Descriptions of service-learning courses found in publications and at conferences evince wide variability. And while service-learning necessarily requires interpretation and flexibility as it is applied across disciplines and types of courses, questions loom large about the precise nature of service-learning, and, therefore, how best to design a course around its use.

Key questions include:

(1) What distinguishes academic or curriculum-based service-learning from other forms of community-based learning, including student involvement in community service, co-curricular service-learning, and internships?

(2) Does a 15-hour community service requirement grafted onto an existing academic course qualify as academic service-learning?

(3) If faculty involve students in community service only to enhance academic learning, is this exemplary practice?

(4) How does one design and develop a service-learning course that addresses all the defining characteristics of this pedagogy?

(5) How does one design and develop a service-learning course that leverages academic learning and community learning on behalf of each other?

These serious questions, as well as others, demand the attention of the service-learning community.

Purposes of This Workbook

Misunderstandings about academic service-learning, as well as the absence of a service-learning course design publication, have motivated the development of this workbook. It is dedicated to clarifying the range of what qualifies as academic service-learning, and prescribing a planning process for designing and developing a bona fide service-learning course.

The specific aims of this workbook are:

(1) **To clear up the confusion** about academic service-learning. What exactly distinguishes academic service-learning from other models of community-based student experiences?

(2) **To establish clear criteria** by which we can judge candidacy for service-learning courses. The criteria need to be (a) clear and understandable by multiple audiences; (b) applicable across academic courses, curricula, disciplines, professions, and categories of institutions; and (c) flexible enough so that faculty may affix their imprimatur to the course.

(3) **To fill the gap for a service-learning course design workbook.** How does one design a service-learning course that conforms with established standards? Many other excellent resources exist related to course models and syllabi construction, but there is no publication that walks an instructor through the process of designing and developing a service-learning course.

(4) **To strengthen individual and collective service-learning practice.** How can we advance the practice of service-learning in order to strengthen the service-learning "field," our teaching, our students' learning, the civic purposes of higher education, the reinvestment in our communities, and the renewal of our democracy?

This workbook, then, unravels the confusion behind, and establishes a clear conceptualization for, academic service-learning - a pedagogical model that involves sophisticated teaching skills as well as sophisticated learning skills. And it offers a planning process for designing and developing a service-learning course that subscribes to this conceptualization, that is applicable to new and existing service-learning courses, and that is useful for novice and veteran service-learning faculty.

Administrative issues related to service-learning, e.g., how to arrange for student transportation, contracts with agencies, liability issues, etc., are not covered in this workbook, nor are sample syllabi provided. Furthermore, the focus is on service-learning courses, and assumes reader familiarity with general course design and development issues. Resources identified in the final section of the workbook may be consulted for these kinds of matters.

Using This Workbook

How will you go about using this workbook?

The first two sections of this workbook clarify the conceptualization of academic service-learning and offer a set of foundational resources that will prepare you for the subsequent design sections. Sections three through five review the three necessary conditions for academic service-learning, and walk the reader through a course planning process.

Consistent with the emphasis on individual achievement in our culture and in our profession, undertaking the planning process in this workbook by oneself may be most people's first inclination. But we ask you to consider working in tandem with others. For example, a campus colleague who also teaches a service-learning course, or is contemplating doing so, may be enlisted to work with you for parts or all of the course design planning sections. Or a faculty service-learning study group might use this workbook to collectively develop a service-learning prototype for colleagues, focus on one member's course, or use each other as a resource as each designs her/his own service-learning course. Perhaps a copy of this workbook or selected sections might be shared with one or more community partners to solicit their input and to communicate about academic service-learning.

While we expect many will pursue this planning on their own, we ask that you give consideration to how else you might do the course planning sections of this workbook.

Regarding when to undertake the planning process, ample time must be allocated to not only do the course planning, but also the conferring and negotiating with community partners that is indigenous to service-learning courses. We recommend beginning this process at least three months prior to the start-up of class. A more generous timeline is recommended for those undertaking service-learning for the first time.

We suggest the following course design planning sequence:

1. Review Sections One, Two and Three
2. Complete the course planning in Sections Four and Five
3. Confer and negotiate with community partners
4. Prepare a final syllabus

SECTION ONE

Clarifying the Conceptualization

Four Myths About Academic Service-Learning*

To clarify the conceptualization for academic service-learning, as well as to distinguish it from other community-based service and learning models, we begin with four common misunderstandings about this pedagogy.

Myth # 1 - The Myth of Terminology: Academic service-learning is the same as student community service and co-curricular service-learning.

Academic service-learning is not the same as student community service or co-curricular service-learning. While sharing the word "service," these models of student involvement in the community are distinguished by their learning agenda. Student community service, illustrated by a student organization adopting a local elementary school, rarely involves a learning agenda. In contrast, both forms of service-learning - academic and co-curricular - make intentional efforts to engage students in planned and purposeful learning related to the service experiences. Co-curricular service-learning, illustrated by many alternative spring break programs, is concerned with raising students' consciousness and familiarity with issues related to various communities. Academic service-learning, illustrated by student community service integrated into an academic course, utilizes the service experience as a course "text" for both academic learning and civic learning.

Myth # 2 - The Myth of Conceptualization: Academic service-learning is just a new name for internships.

Many internship programs, especially those involving community service, are now referring to themselves as service-learning programs, as if the two pedagogical models were the same. While internships and academic service-learning involve students in the community to accentuate or supplement students' academic learning, generally speaking, internships are not about civic learning. They develop and socialize students for a profession, and tend to be silent on student civic development. They also emphasize student benefits more than community benefits, while service-learning is equally attentive to both.

Myth # 3 - The Myth of Synonymy: Experience, such as in the community, is synonymous with learning.

Experience and learning are not the same. While experience is a necessary condition of learning (Kolb, 1984), it is not sufficient. Learning requires more than experience, and so one cannot assume that student involvement in the community automatically yields learning. Harvesting academic and/or civic learning from a community service experience requires purposeful and intentional efforts. This harvesting process is often referred to as "reflection" in the service-learning literature.

Myth # 4 - The Myth of Marginality: Academic service-learning is the addition of community service to a traditional course.

Grafting a community service requirement (or option) onto an otherwise unchanged academic course does not constitute academic service-learning. While such models abound, this interpretation marginalizes the learning in, from, and with the community, and precludes transforming students' community experiences into learning. To realize service-learning's full potential as a pedagogy, community experiences must be considered in the context of, and integrated with, the other planned learning strategies and resources in the course.

* The designation of these four myths first appeared in: Howard, J. (2000). Academic Service-Learning: Myths, Challenges, and Recommendations. *Essays on Teaching Excellence*, 12 (3), A publication of the Professional and Organizational Development Network in Higher Education. They appear here with the permission of the editor, Kay Herr Gillespie.

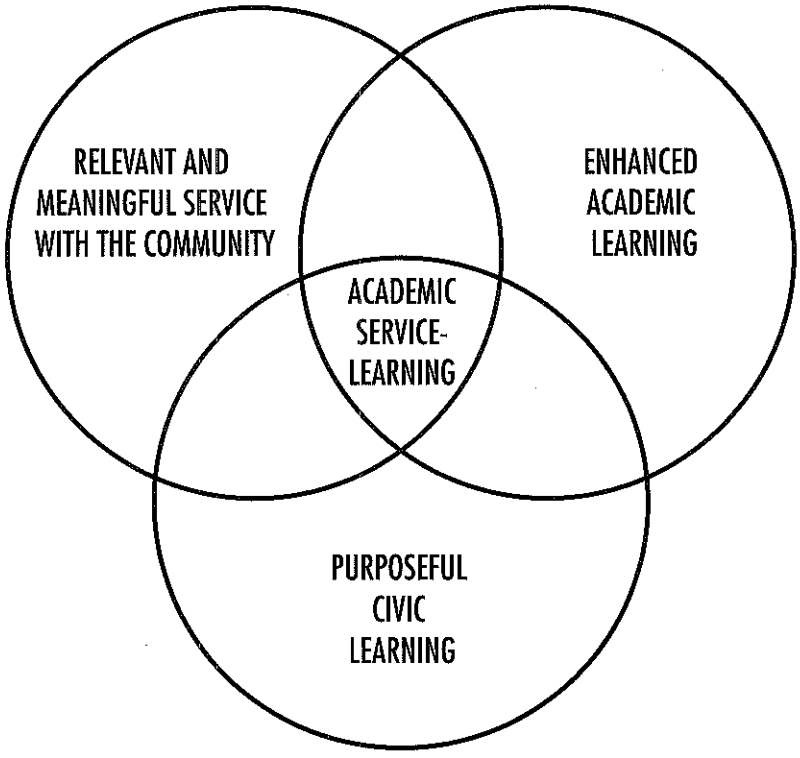
Three Necessary Criteria for Academic Service-Learning

As reflected in the Venn diagram below, three criteria serve as the litmus test for whether a course may be considered service-learning:

(1) Relevant and Meaningful Service With the Community - there must be service provided in the community that is both relevant and meaningful to all stakeholder parties. We amplify on this first necessary criterion on pages 23-24.

(2) Enhanced Academic Learning - the addition of relevant and meaningful service with the community must not only serve the community but also enhance student academic learning in the course. We amplify on this second necessary criterion on page 26.

(3) Purposeful Civic Learning - the addition of relevant and meaningful service with the community must not only serve the community and enhance student academic learning in the course, but also directly and intentionally prepare students for active civic participation in a diverse democratic society. We amplify on this third necessary criterion on pages 38-39.



All three criteria are necessary for a course to qualify as academic service-learning. If any of the three is absent, then it is either another form of community-based service and/or learning or an underachieving model of academic service-learning.

It is important to note that while service-learning courses may have other learning objectives and/or outcomes, such as in the social or affective domains, these are not *necessary* conditions for academic service-learning.

The bulk of the remainder of this workbook is devoted to these three criteria: amplifying on their meaning, and offering a planning process to establish learning objectives, learning strategies, and student learning assessment methods.

Matrix 1 below further illustrates the distinctiveness of academic service-learning relative to some other community-based student experiences.

MATRIX 1 Distinguishing Characteristics of Some Common Student Community-Based Experiences

	Community Service	Enhanced Academic Learning	Purposeful Civic Learning
Volunteering or Community Service	**Yes**	No	No
Co-Curricular Service-Learning	**Yes**	No	**Yes**
Academic Service-Learning	**Yes**	**Yes**	**Yes**
Internship	**Yes***	**Yes**	No

* Not all internships involve service in the community.

We now turn to a set of foundational resources that inform the overall service-learning course planning process.

SECTION TWO

Foundational Resources

Introduction

Before turning to the course design planning process, there are a few resources that we invite you to review. These resources provide important guidance for the planning process in the subsequent sections of this workbook.

These foundational resources include:

1. A revised set of "Principles of Good Practice for Service-Learning Pedagogy"
2. Notes on Reflection
3. Aligning Learning Goals, Objectives, Strategies, and Assessment Methods

Principles of Good Practice for Service-Learning Pedagogy

This is an up-dated set of "Principles of Good Practice for Service-Learning Pedagogy."*

Principle 1: Academic Credit is for Learning, Not for Service

This first principle speaks to those who puzzle over how to assess students' service in the community, or what weight to assign community involvement in final grades.

In traditional courses, academic credit and grades are assigned based on students' demonstration of academic learning as measured by the instructor. It is no different in service-learning courses. While in traditional courses we assess students' learning from traditional course resources, e.g., textbooks, class discussions, library research, etc., in service-learning courses we evaluate students' learning from traditional resources, from the community service, and from the blending of the two.

So, academic credit is not awarded for doing service or for the quality of the service, but rather for the student's demonstration of academic and civic learning.

Principle 2: Do Not Compromise Academic Rigor

Since there is a widespread perception in academic circles that community service is a "soft" learning resource, there may be a temptation to compromise the academic rigor in a service-learning course.

Labeling community service as a "soft" learning stimulus reflects a gross misperception. The perceived "soft" service component actually raises the learning challenge in a course. Service-learning students must not only master academic material as in traditional courses, but also learn how to learn from unstructured and ill-structured community experiences and merge that learning with the learning from other course resources. Furthermore, while in traditional courses students must satisfy only academic learning objectives, in service-learning courses students must satisfy both academic and civic learning objectives. All of this makes for challenging intellectual work, commensurate with rigorous academic standards.

Principle 3: Establish Learning Objectives

It is a service-learning maxim that one cannot develop a quality service-learning course without first setting very explicit learning objectives. This principle is foundational to service-learning, and serves as the focus of sections four and five of this workbook.

While establishing learning objectives for students is a standard to which all courses are accountable, in fact, it is especially necessary and advantageous to establish learning objectives in service-learning courses. The addition of the community as a learning context multiplies the learning possibilities (see pp. 26-29). To sort out those of greatest priority, as well as to leverage the bounty of learning opportunities offered by community service experiences, deliberate planning of course academic *and* civic learning objectives is required.

* Updated from the original: Howard, J. (1993). Community service learning in the curriculum. In J. Howard (Ed.), *Praxis I: A faculty casebook on community service learning* (pp. 3 - 12). Ann Arbor: OCSL Press.

Principle 4: Establish Criteria for the Selection of Service Placements

Requiring students to serve in *any* community-based organization as part of a service-learning course is tantamount to requiring students to read *any* book as part of a traditional course.

Faculty who are deliberate about establishing criteria for selecting community service placements will find that students are able to extract more relevant learning from their respective service experiences, and are more likely to meet course learning objectives.

We recommend four criteria for selecting service placements:

(1) Circumscribe the range of acceptable service placements around the content of the course (e.g., for a course on homelessness, homeless shelters and soup kitchens are learning-appropriate placements, but serving in a hospice is not).

(2) Limit specific service activities and contexts to those with the potential to meet course-relevant academic and civic learning objectives (e.g., filing papers in a warehouse, while of service to a school district, will offer little to stimulate either academic or civic learning in a course on elementary school education).

(3) Correlate the required duration of service with its role in the realization of academic and civic learning objectives (e.g., one two-hour shift at a hospital will do little to contribute to academic or civic learning in a course on institutional health care).

(4) Assign community projects that meet real needs in the community as determined by the community.

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

Requiring service-learning students to merely record their service activities and hours as their journal assignment is tantamount to requiring students in an engineering course to log their activities and hours in the lab.

Learning in any course is realized by an appropriate mix and level of learning strategies and assignments that correspond with the learning objectives for the course. Given that in service-learning courses we want to utilize students' service experiences in part to achieve academic and civic course learning objectives, learning strategies must be employed that support learning from service experiences and enable its use toward meeting course learning objectives (see the section "Notes on Reflection" on page 20).

Learning interventions that promote critical reflection, analysis, and application of service experiences enable learning. To make certain that service does not underachieve in its role as an instrument of learning, careful thought must be given to learning activities that encourage the integration of experiential and academic learning. These activities include classroom discussions, presentations, and journal and paper assignments that support analysis of service experiences in the context of the course academic and civic learning objectives. Of course, clarity about course learning objectives is a prerequisite for identifying educationally-sound learning strategies.

Principle 6: Prepare Students for Learning from the Community

Most students lack experience with both extracting and making meaning from experience and in merging it with other academic and civic course learning strategies. Therefore, even an exemplary reflection journal assignment will yield, without sufficient support, uneven responses.

Faculty can provide: (1) learning supports such as opportunities to acquire skills for gleaning the learning from the service context (e.g., participant-observer skills), and/or (2) examples of how to successfully complete assignments (e.g., making past exemplary student papers and reflection journals available to current students to peruse). Menlo (1993) identifies four compotencies to accentuate student learning from the community: reflective listening, seeking feedback, acuity in observation, and mindfulness in thinking.

Principle 7: Minimize the Distinction Between the Students' Community Learning Role and Classroom Learning Role

Classrooms and communities are very different learning contexts. Each requires students to assume a different learner role. Generally, classrooms provide a high level of teacher direction, with students expected to assume mostly a passive learner role. In contrast, service communities usually provide a low level of teaching direction, with students expected to assume mostly an active learner role. Alternating between the passive learner role in the classroom and the active learner role in the community may challenge and even impede student learning. The solution is to shape the learning environments so that students assume similar learner roles in both contexts.

While one solution is to intervene so that the service community provides a high level of teaching direction, we recommend, for several reasons, re-norming the traditional classroom toward one that values students as active learners. First, active learning is consistent with active civic participation that service-learning seeks to foster. Second, students bring information from the community to the classroom that can be utilized on behalf of others' learning. Finally, we know from recent research in the field of cognitive science that students develop deeper understanding of course material if they have an opportunity to actively construct knowledge (Eyler & Giles, 1999).

Principle 8: Rethink the Faculty Instructional Role

If faculty encourage students' active learning in the classroom, what would be a concomitant and consistent change in one's teaching role?

Commensurate with the preceding principle's recommendation for an active student learning posture, this principle advocates that service-learning teachers, too, rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward mixed pedagogical methods that include learning facilitation and guidance. Exclusive or even primary use of traditional instructional models, e.g., a banking model (Freire, 1970), interferes with the promise of learning in service-learning courses.

To re-shape one's classroom role to capitalize on the learning bounty in service-learning, faculty will find Howard's (1998) model of "Transforming the Classroom" helpful. This four-stage model begins with the traditional classroom in which students are passive, teachers are directive, and all conform to the learned rules of the classroom. In the second stage, the instructor begins to re-socialize herself toward a more facilitative role; but the students, socialized for many years to be passive learners, are slow to change to a more active mode. In the third stage, with the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom. Frequently, during this phase, faculty will become concerned that learning is not as rich and rigorous as when they are using the more popular lecture format, and may regress to a more directive posture. Over time homeostasis is established, and the instructor and the students achieve an environment in which mixed pedagogical methods lead to students who are active learners, instructors fluent in multiple teaching methods, and strong academic and civic learning outcomes.

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

For those faculty who value homogeneity in student learning outcomes, as well as control of the learning environment, service-learning may not be a good fit.

In college courses, learning strategies largely determine student outcomes, and this is true in service-learning courses, too. However, in traditional courses, the learning strategies (i.e., lectures, labs, and readings) are constant for all enrolled students and under the watchful eye of the faculty member. In service-learning courses, given variability in service experiences and their influential role in student learning, one can anticipate greater heterogeneity in student learning outcomes and compromises to faculty control. Even when service-learning

students are exposed to the same presentations and the same readings, instructors can expect that classroom discussions will be less predictable and the content of student papers/projects less homogeneous than in courses without a service assignment. As an instructor, are you prepared for greater heterogeneity in student learning outcomes and some degree of loss in control over student learning stimuli?

Principle 10: Maximize the Community Responsibility Orientation of the Course

This principle is for those who think that civic learning can only spring from the community service component of a course.

One of the necessary conditions of a service-learning course is purposeful civic learning. Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning are essential to purposeful civic learning. While most traditional courses are organized for private learning that advances the individual student, service-learning instructors should consider employing learning strategies that will complement and reinforce the civic lessons from the community experience. For example, efforts to convert from individual to group assignments, and from instructor-only to instructor and student review of student assignments, re-norms the teaching-learning process to be consistent with the civic orientation of service-learning.

Notes on Reflection

For the purposes of this workbook, reflection is "the intentional consideration of an experience in light of particular learning objectives" (Hatcher & Bringle, 1997). It is a class of activities that enable community service and academic and civic learning to serve one another so that "service, combined with learning, adds value to each and transforms both" (Honnet & Poulsen, 1989). Reflection is an essential ingredient in the pedagogy of academic service-learning, and may be done in writing or orally, and by oneself or with others.

Eyler, Giles, and Schmiede (1996) found that reflection is most effective in service-learning courses when it conforms with the "4 C's:"

1. **Continuous:** reflection activities are undertaken throughout the service-learning course, rather than intermittently, episodically, or irregularly.
2. **Connected:** reflection efforts are structured and directly related to the learning objectives.
3. **Challenging:** reflection efforts set high expectations, demand high quality student effort, and facilitate instructor feedback that stimulates further student learning.
4. **Contextualized:** reflection activities are appropriate to the particular course, and commensurate with and complementary to the level and type of other course learning activities.

Reflection Activities

It is beyond the scope of this publication to elaborate on reflection activities that will yield enhanced academic and civic learning outcomes for your service-learning students. Reflection activities tend to be course-specific, and so responsibility for developing such activities is best left to the individual instructor. However, there are two resources on reflection activities which we highly recommend.

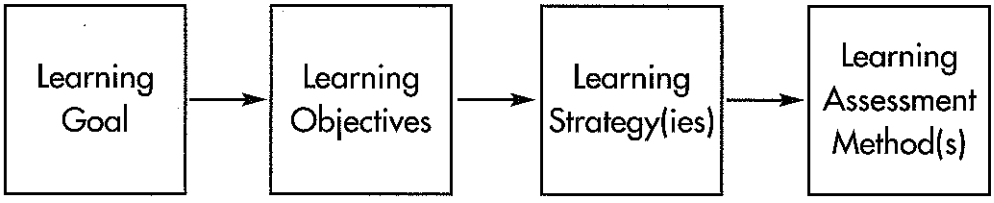
The first, *A Practitioner's Guide to Reflection in Service-Learning* (Eyler, Giles, & Schmiede, 1996), is outstanding for specific conventional and creative reflection activities. The activities are organized first into a grid in which categories of reflection activities (reading, writing, doing, and telling) are crossed with desired learning outcomes (personal development, connecting to others, citizenship development, understanding, application, and reframing). Various reflection activities are then described in detail for each of the cells in the grid.

A sample of conventional reflection activities includes structured journals, discussion groups, integrative papers, and oral presentations. Creative reflection activities include portfolios, group journals, simulations, oral histories, student facilitation, artistic reflection, policy action, and reflective interviews.

The second resource, *Fundamentals of Service-Learning Course Construction* (Heffernan, 2001), is an outstanding resource for service-learning syllabi. Faculty will find innumerable reflection activities described on actual syllabi representing a cornucopia of types of courses and academic disciplines and professions.

Aligning Learning Goals, Objectives, Strategies, and Assessment Methods

Section Four - Enhancing Academic Learning - and Section Five - Purposeful Civic Learning - are informed by a traditional alignment planning process (Barry, 1997). In this approach one starts with learning goals, then sets learning objectives, next moves to learning strategies, and then finally determines methods of assessment for student learning. The correspondence of learning goals, learning objectives, learning strategies, and learning assessment methods are depicted below.



A learning *goal* is general and provides direction for the students and the instructor. In this workbook we have identified five academic learning goal areas and seven civic learning goal areas.

A learning *objective* is achievable and measurable, and deductively follows from a learning goal. In Sections Four and Five of this workbook you will be asked to identify academic and civic learning objectives for your service-learning course.

A learning *strategy* is a method for achieving one or more learning objectives. These may come in the form of classroom strategies or course assignments, and must contribute to the achievement of learning objectives. You will be asked to identify both academic learning strategies and civic learning strategies in Sections Four and Five of this workbook.

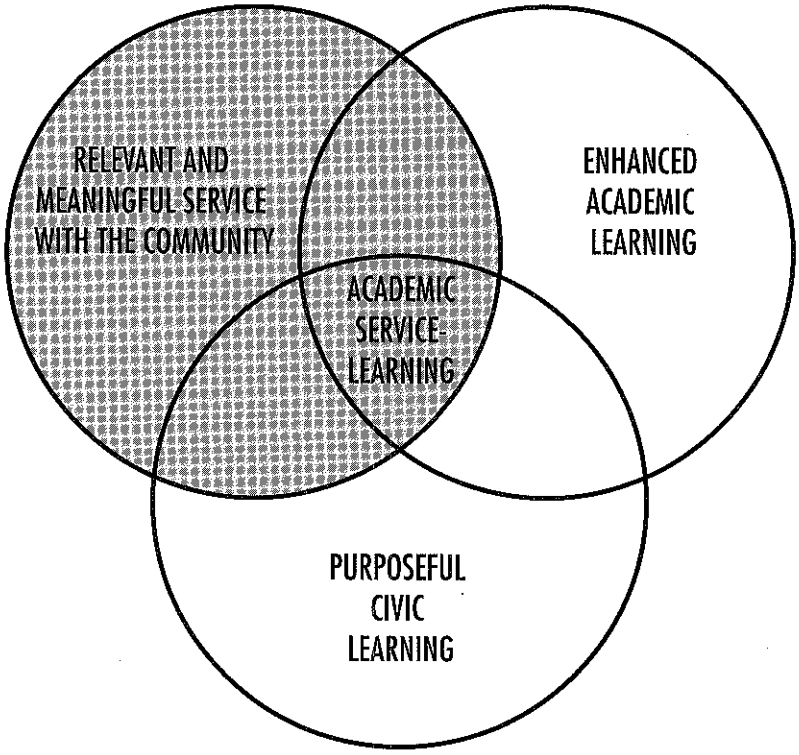
A learning *assessment method* is a means for measuring the achievement of one or more learning objectives. There are two general types: (1) formative assessment, which emphasizes feedback to students about the quality of their learning, and (2) summative assessment, which emphasizes grading the quality of students' learning. These assessment methods must align with the learning objectives and learning strategies. You will be prompted for such methods in Sections Four and Five of the workbook.

A by-product of the use of learning assessment methods is that they provide feedback to the instructor on the alignment between goals, objectives, strategies, and assessment methods. If a critical mass of students is not demonstrating sufficient learning, this may suggest that either learning strategies are not effective in meeting learning objectives or learning assessment methods are not effective in measuring student learning.

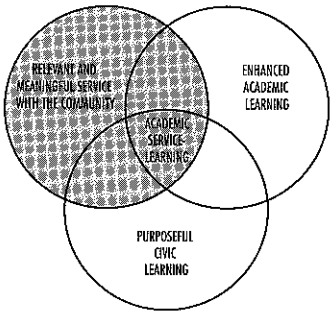
Before establishing learning objectives, strategies, and assessment methods that will enhance academic learning and purposeful civic learning, we turn to the first necessary condition of academic service-learning - Relevant and Meaningful Service With the Community.

SECTION THREE

Relevant and Meaningful Service with the Community



Introduction



What are the important issues related to student engagement in the community?

The first and most obvious necessary condition for academic service-learning is Relevant and Meaningful Service With the Community. Absent community service, we necessarily would be describing another pedagogical model. Community service is the nucleus of academic service-learning, and essential for a course to qualify as service-learning.

What do we mean by "service?" We have in mind contributions in and to the community that improve the quality of life for an individual, group, neighborhood, or for the entire community. A number of terms are used to describe this work – public work, community development, social capital, community action. We are using the term "community service" to cover all of these.

As terminology can affect one's thinking, we urge you to be thoughtful about how you think about the community work and what term you use to describe it to your students.

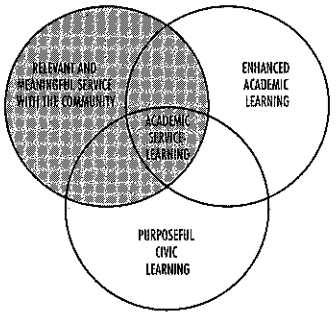
Regardless of what term you are drawn to, student participation in community service in a service-learning course is both a resource to improve the quality of life in the community as well as a resource to stimulate student academic and civic learning. Both means are equally important, and both must be satisfied. To satisfy one at the expense of another violates the service-learning norm of "reciprocity," wherein campus and community as well as service and learning are symbiotically related.

The service in the community must comply with what the particular community or community-based agency defines as important and with what the instructor defines as important. Satisfying both sets of criteria often requires negotiation. But there are some general guidelines to consider as one enters such a negotiation: the service must be *relevant* to the community and to the content of the academic course, *meaningful* to the community and to the students, and developed and formulated *with* the community. Let's amplify on each of these.

The service must be *relevant*, both to the community as well as to the course learning objectives. The community must see how the students' work will contribute to the amelioration of some social issue and/or improve the quality of life in the community. Similarly, the instructor and the students must see how the community work is relevant to the course learning. Without relevance for the community and for the course, the community service will underachieve in its role to be a resource for all parties.

The service must be *meaningful*, again both to the community and to the students. Activities in the community must be ones that the community deems worthwhile and necessary for its purposes. Similarly, students must undertake activities in the community that they deem meaningful, i.e., activities commensurate with students' learning interests and skill expertise. To do menial or inconsequential activities in the community de-values the learning potential of community involvement, and potentially undermines the potential for both academic and civic learning. Those service activities with less learning potential are better suited as community service experiences for students outside of academic courses.

Finally, the service must be developed and formulated *with* the community. "Service to" or "service for" a community necessarily disempowers members of the community. Service *with*



communities, in which the community representatives and the faculty member co-develop what the students will do in the community, is a principle of good practice. Failure to subscribe to this principle will lead to service that is impositional and that may reinforce stereotypes and prejudices for students, and to partnerships that are less likely to be sustained.

In addition to co-developing the community work, many advocate approaching the work in the community from an assets rather than a deficits point of view (Kretzmann & McKnight, 1993), which acknowledges and taps existing community strengths and resources. This increases the chances for an egalitarian campus-community partnership.

Subscription to these guidelines will facilitate the negotiation of community service that is relevant and meaningful for all stakeholders.

However, before approaching potential community partners, we recommend completing Sections Four and Five of this workbook. Doing so will equip you with a better sense of the kinds of community placements that would be best suited for the students in your service-learning course.

Preparation

Students and service agency personnel need to be prepared for their work together.

In addition to providing students with support for the *learning* in service-learning (see Principle 6 on page 17), it is important to provide students with support for entering and serving with the community. This minimally involves an introduction to the community/geographic area, to the agency and its staff and consumers, and to the work that the students will undertake. But beyond such introductory efforts, what preparation is needed by students for entering multicultural communities that are unlike the monocultural communities in which many college students were raised? This may be an area ripe for consideration as you develop the academic and civic objectives for your service-learning course. While some faculty may be in a position themselves to provide these kinds of preparations, others may want to seek out people on campuses and/or in the community with expertise in multicultural and diversity education that may be applied to the preparation of students for entering and working with diverse populations.

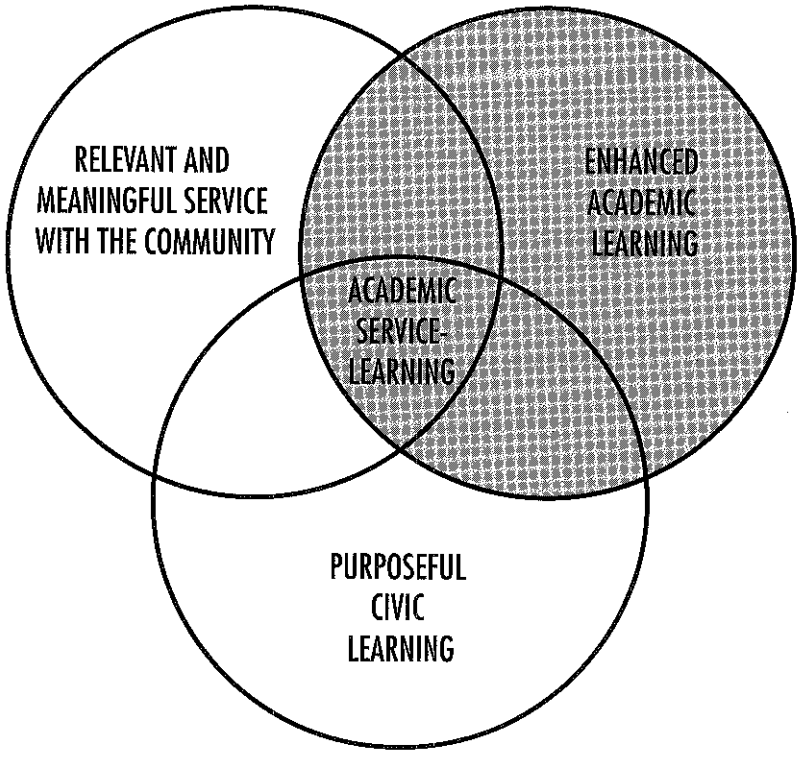
Similarly, community members or agency staff may not have experience working with college students. Faculty are in a position to familiarize their community partners with the range of student profiles and skill sets typically represented in their service-learning class. The faculty member is also advised to distinguish academic service-learning from community service programs for their community partners, who are more likely to be less familiar with the former.

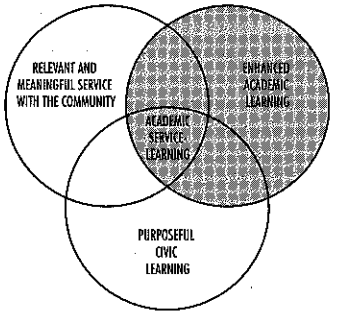
Information about selecting community partners and roles and responsibilities may be found on page 57.

We now proceed to Section Four - Enhanced Academic Learning.

SECTION FOUR

Enhanced Academic Learning





Introduction

In what ways can the addition of a community service assignment enhance student academic learning in your course?

The second necessary condition for academic service-learning is Enhanced Academic Learning. In general, faculty aspire to maximize students' academic learning in their respective courses, and it is no different for those who teach service-learning courses. But learning from the community is not automatic, and merely adding a service assignment to a course will not by itself enhance academic learning. The addition of a community service experience necessitates thoughtful and purposive planning by the instructor around academic learning objectives.

There are two ways that the addition of a community service assignment can enhance academic learning in an academic course:

(1) The use of experiential learning such as service in the community complements more traditional classroom- and book-based pedagogies; the result is an enriched learning experience. For example, students in a Spanish class serving in a Latino/a community can strengthen students' speaking abilities beyond what may be achieved on campus alone.

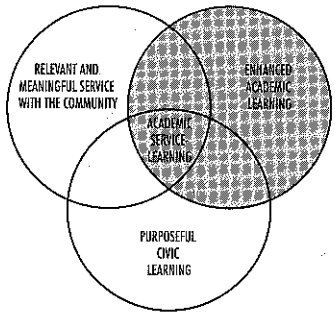
(2) Real-world experience enables learning possibilities precluded in more traditional pedagogies. For example, involvement with native Spanish speakers in the community can provide an authentic opportunity for those same foreign language students to participate in and learn about Latino/a culture as a complement to their language learning.

It would be erroneous to conclude that every course should be reformulated for academic service-learning. In fact, academic service-learning is not appropriate for all courses. Community service should only be integrated into a course if it will enhance the academic learning in the course, and that simply is not always possible. For example, if there are no projects in the community that would enable mechanical engineering students to enhance their engineering learning while meeting a community need, then the course they are enrolled in would be a poor candidate for academic service-learning.

The next worksheet will enable you to determine if and how student involvement in community service can contribute to enhancing the academic learning in your course.

Worksheet 1 Instructions

Establishing Academic Learning Objectives



What are the possible ways that student involvement in meaningful and relevant community service can enhance academic learning in a service-learning course?

The addition of community service to an academic course can strengthen the realization of existing academic learning objectives as well as offer a myriad of new academic learning possibilities. To strengthen the realization of existing academic learning objectives, service in the community is an opportunity to apply, contrast, or complement more traditional course learning resources. To enable new academic learning opportunities, the possibilities are almost limitless.

On the next page we have identified five general academic learning goal categories in which service-learning can enhance academic learning in a course:

(1) Course-Specific Academic Learning

(2) Generic Academic Learning

(3) Learning How to Learn

(4) Community Learning

(5) Inter- and Intra-Personal Learning

Worksheet 1 on pages 28 and 29 identifies some possible learning objectives for your service-learning course. The learning objectives specified in this list, far from exhaustive, may stimulate your thinking about other possible academic learning objectives that are not included in the list.

Your assignment is to determine learning objectives that will enhance student academic learning in your course. Review the entire list and then select ones that fit your particular course. If you have a syllabus for your course, refer to it as you work on this activity.

Some readers may find it useful to follow the order of learning goal categories in the worksheet. Others may find it useful to start at various other places in the list. Please proceed with this worksheet in any manner that is conducive to your setting of learning objectives that will enrich academic learning in your service-learning course.

Please note that, generally speaking, in traditional courses, learning objectives are focused on what we've labeled "Course-Specific Academic Learning" and "Generic Academic Learning." Learning objectives in these goal categories are to be included in service-learning courses, too, but may be re-shaped in ways that consider the addition of the community service assignment. We also recommend that you consider choosing at least one from the other three general learning goal categories (which, in general, are precluded in courses in which there is no community service assignment).

WORKSHEET 1 Establishing Academic Learning Objectives

A. Course-Specific Academic Learning

Learning objectives under this goal category include knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the numbered spaces below, reflect on how service in the community might strengthen one or more of them or enable new ones, and then jot these revised and/or additional objectives in the unnumbered spaces below. (See section C below to stimulate your thinking.)

Current Academic Learning Objectives

1. _____

2. _____

3. _____

4. _____

Revised Academic Learning Objectives

_____

_____

_____

B. Generic Academic Learning

Learning objectives under this goal category include knowledge and skills that are learned in and are instrumental for all college courses. Which ones of these (or similar ones) are important in your service-learning course? (Some of these may have been identified in the list above.)

1. Critical thinking skills
2. Problem-solving skills

3. _____

4. _____

C. Learning How to Learn

Learning objectives under this goal category include knowledge and skills that build learning capacity. Which ones of these (or similar ones) are important in your service-learning course?

1. Learning to become an active learner
2. Learning to be an independent learner
3. Learning how to extract meaning from experience
4. Learning how to apply academic knowledge in the real world
5. Learning how to integrate theory and experience
6. Learning across disciplines

7. _____

8. _____

D. Community Learning

Learning objectives under this goal category include knowledge and skills that can only be learned in the community. Which ones of these (or similar ones) are important in your service-learning course?

1. Learning about a particular community or population in the community
2. Learning about a particular social issue (e.g., homelessness)
3. Learning about the provision of social services in a particular community
4. Learning about a particular agency or grass-root effort

5. _____

6. _____

E. Inter- and Intra-Personal Learning

Learning objectives under this goal category are critical to the development of the whole learner and are valued in a broad liberal arts education. Which ones of these (or similar ones) are important to include as learning objectives for your service-learning course?

1. Learning how to work collaboratively with others
2. Learning about other groups and cultures (diversity)
3. Exploring personal values, ethics, and ideology
4. Learning about self
5. Strengthening personal skills (e.g. listening, assertiveness, etc.)
6. Developing a sense of appreciation, awe, and/or wonder

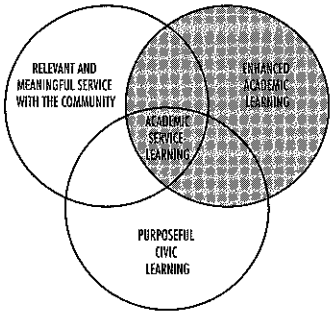
7. _____

8. _____

Once you have concluded this worksheet you are in a position to know whether student involvement in community service can enhance academic learning in ways that you deem important for your course. If it can, then the next step is to identify methods to realize and assess students' academic learning.

If it cannot, then it is appropriate to question the advisability of service-learning for this course. Perhaps another course that either you or a colleague teach would be a better fit for service-learning.

If service-learning is a good fit with your course, please proceed to the next page.



Worksheets 2A-2C Instructions

Learning Strategies and Assessment Methods

Now that you have decided that community service can enhance academic learning in your course, what strategies will enable students to realize enhanced academic learning, and you to assess it?

Setting learning objectives that enhance students' academic learning is only a first (albeit major) step, but by itself does not enhance academic learning.

Matrix 2 on the next page facilitates thinking about means to enable students to realize and demonstrate enhanced academic learning. This presentation will not look unfamiliar, as it reflects a planning process that instructors explicitly or implicitly undertake in designing any course. (We will be asking you to undertake a similar process for "purposeful civic learning" in the next section of the workbook).

For now, this matrix is meant as a panoramic view of the next steps involved in moving from the academic learning objectives you have set to realizing them and assessing the students' learning therefrom. Later we will ask you to return to it to aggregate all your learning strategies and assessment methods.

The matrix reflects two equally important steps: (1) Learning Strategies and (2) Assessment Methods.

1. Learning Strategies

   What learning strategies will achieve the enhanced academic learning objectives that you've established? Just attending class or doing community service will not enhance students' academic learning. Matrix 2 offers two columns for identifying such strategies - "Classroom Strategies" and "Student Assignments."

   A. Classroom Strategies- What activities in the classroom will enable students to meet academic learning objectives? Examples include small group discussions, one-minute reflection papers, and simulations. Principles 7,8, and 10 from pages 16-19 apply to classroom learning strategies.

   B. Student Assignments - What assignments outside of class will enable students to meet academic learning objectives? Examples include integrative papers, structured journals, and reflective interviews. Principles 4, 5, and 6 from pages 16-19 apply to classroom learning strategies.

2. Assessment Methods

   What methods will gauge enhanced academic learning? Matrix 2 offers one column for this - "Assessing Learning." Assessment methods may or may not correspond with student assignments, and may be formative or summative (see page 21). Examples of assessment methods include public policy papers, oral presentations, and group journals. Principles 1,2, and 9 from pages 16-19 apply to the assessment of learning.

Once the panoramic view reflected in the matrix on the next page is clear to you, you will be prepared to begin the process of identifying the various learning strategies and assessment methods for each of the learning objectives you established for your service-learning course on Worksheet 1 (pages 28-29). Turn to the page after the matrix to begin this next step.

MATRIX 2

Learning Strategies and Assessment Methods

Having set objectives to enhance academic learning in your service-learning course, Matrix 2 offers a panoramic view of next steps. To simplify completing this matrix, we have transferred each row of this grid to worksheets on the following pages.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Categories of Goals for Enhancing Academic Learning	**Specific Objectives**	**Classroom Strategies**	**Student Assignments**	**Assessing Learning**
Course-Specific Academic Learning				
Generic Academic Learning				
Learning How to Learn				
Community Learning				
Inter- and Intra-Personal Learning				

WORKSHEET 2A

Learning Strategies and Assessment Methods
Course-Specific Academic Learning
Generic Academic Learning

What learning strategies and assessment methods will you use for the objectives under "Course-Specific Academic Learning" and "Generic Academic Learning" that you identified on page 28?

Place your specific objectives from page 28 in the objectives column below. Then follow the instructions from page 30 to complete this page.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Category	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Course-Specific Academic Learning				
Generic Academic Learning				

WORKSHEET 2B

Learning Strategies and Assessment Methods
Learning How to Learn
Community Learning

What are your learning strategies and assessment methods for the objectives under "Learning How to Learn" and "Community Learning" that you identified on pages 28 and 29?

Use the same process you used to complete the previous page.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Category	**Specific Objectives**	**Classroom Strategies**	**Student Assignments**	**Assessing Learning**
Learning How to Learn				
Community Learning				

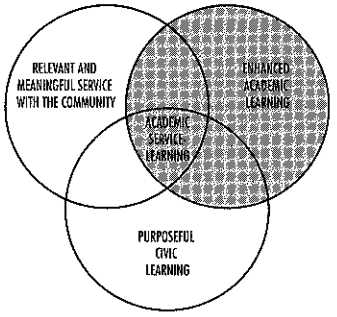
WORKSHEET 2C

Learning Strategies and Assessment Methods
Inter- and Intra-Personal Learning

What are your learning strategies and assessment methods for the objectives included under "Inter- and Intra-Personal Learning" that you identified on page 29?

Use the same process you used to complete the previous page.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Category	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Inter- and Intra-Personal Learning				



Synthesis Instructions

Learning Strategies and Assessment Methods

Now that you have completed the preceding worksheets (2A - 2C), you have a collection of learning objectives, strategies, and assessment efforts for enhancing academic learning in your service-learning course.

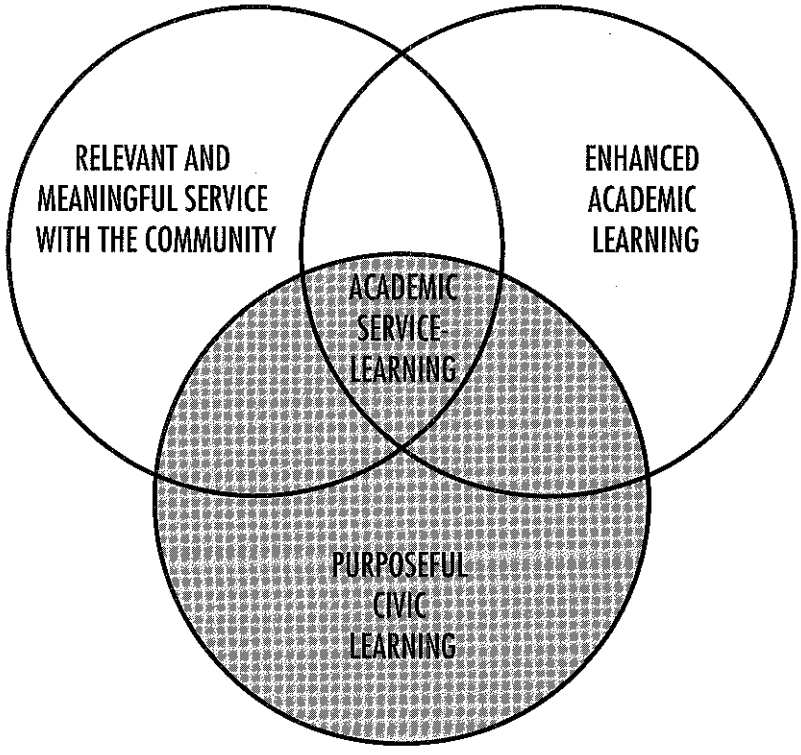
Transposing this information from the preceding worksheets to Matrix 2 on page 32 not only will give you a panoramic view of your plan for enhancing academic learning, but it also will give you a chance to determine if there are any activities that intersect or could be connected. For example, you may find that a student assignment earmarked to enable a generic academic learning objective may be tweaked so that it can also enhance a learning how to learn objective.

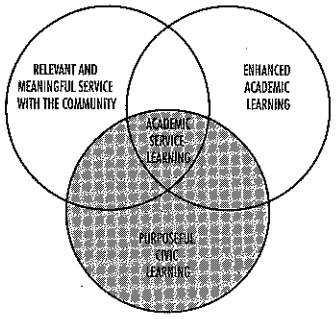
Once you have completed Matrix 2, you have completed the Enhanced Academic Learning section of this workbook.

We then turn to the third criterion for academic service-learning - Purposeful Civic Learning.

SECTION FIVE

Purposeful Civic Learning





Introduction

How will you enable students' civic learning in your service-learning course?

The third, and most overlooked, necessary condition for academic service-learning is Purposeful Civic Learning. As was said earlier, this is the characteristic that distinguishes academic service-learning from other community-based service and learning models. This may come as a surprise to those who believe that they are practicing academic service-learning when their course only satisfies the first two conditions of this pedagogy. But this third condition is as necessary as each of the other two.

As with Enhanced Academic Learning, we cannot assume that student involvement in community service will automatically yield civic learning for students, and so thoughtful and purposeful planning is required.

The good news is that this criterion has tremendous flexibility, and covers a wide expanse of knowledge, skills, and values. Do you want to strengthen students' sense of giving back, encourage their social responsibility, prepare them for active citizenship, or introduce them to social justice and change issues? These are the kinds of learning subsumed under this criterion of purposeful civic learning. (We draw your attention to two exceptional articles that discuss the range of civic possibilities - Kahne & Westheimer, 1996, and Morton, 1995.)

The other good news is that many of the knowledge, skills, and values related to purposeful civic learning can also enhance academic learning in many courses across many disciplines.

But the bad news is that civic learning is not widely understood. It is rarely part of faculty seminars on teaching, orientations for college faculty, or the socialization of professoriate-aspiring graduate students.

A Strict Interpretation of Civic Learning

We conceive of "civic learning" as any learning that contributes to student preparation for community or public involvement in a diverse democratic society. A loose interpretation of civic learning would lead one to believe that education in general prepares one for citizenship in our democracy. And it certainly does. However, we have in mind here a strict interpretation of civic learning - knowledge, skills, and values that make an *explicitly direct and purposeful contribution* to the preparation of students for active civic participation.

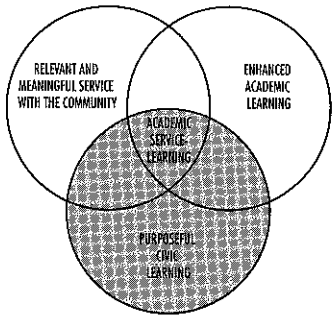
A Robust Interpretation of Civic Participation

In addition to efforts that make an explicitly direct and purposeful contribution to a student's civic development, we also have in mind a *robust conceptualization* of civic participation, one that involves more than activities such as voting and obeying the law. A deeper conceptualization not only encompasses familiar manifestations of civic participation, but also aspiring to and realizing concrete contributions to one's local community and beyond.

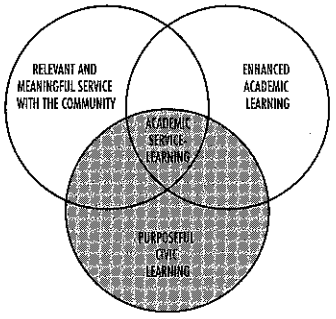
Service-learning seeks to prepare students with knowledge, skills, values, and propensities for active involvement in their future communities.

Whither Service-Learning?

While all service-learning courses, no matter what the discipline, should include the element of purposeful civic learning, it would be erroneous to conclude either that purposeful civic learning should be an area of learning in all courses, or that the only way for students to undertake purposeful civic learning is by way of participation in community service. Some courses may be ill-suited and/or inappropriate for developing students' civic competencies. Community service should only be incorporated into a course if it will enable purposeful, robust civic learning. Completing the next section of this workbook will assist in determining if purposeful civic learning is an appropriate area of learning for your course, and whether community service is an appropriate method for stimulating purposeful civic learning.



While we recommend both a strict interpretation of civic learning and a robust conceptualization of civic participation, learning that purposefully contributes to both of these covers a lot of ground. The next page describes in more detail the seven categories of learning that contribute to civic learning. This page is then followed by Matrix 3A, which offers a panoramic view of the possible areas of learning that can contribute to purposeful civic learning, followed by Matrix 3B, with exemplars of civic learning objectives. Familiarity with these three pages will prepare you for the worksheets that follow.



Goal Categories for Purposeful Civic Learning

What categories of learning can strengthen students' civic learning?

This page describes categories of learning that directly and purposefully contribute to students' civic learning. While neither exhaustive nor completely distinct, seven categories of learning that contribute to civic learning are:

Academic Learning - learnings that are academic in nature that help students understand and be prepared for involvement in the community

Democratic Citizenship Learning - learnings related to being an active citizen that prepare students for involvement in the community

Diversity Learning - learnings related to multi-culturalism that prepare students for involvement in diverse communities

Political Learning - learnings related to the political arena that prepare students for involvement in the community

Leadership Learning - learnings about leadership issues that prepare students for community accomplishment

Inter- and Intra-Personal Learning - learnings about oneself and others that prepare students to work better with other citizens

Social Responsibility Learning - learnings that teach people about their personal and professional responsibility to others

Do others come to mind? If so, please do not hesitate to identify these as you proceed with this section of the workbook.

MATRIX 3A Purposeful Civic Learning Objectives

The categories of learning that contribute to purposeful civic learning are depicted in Matrix 3A below. As you see, purposeful civic learning objectives can be in the form of knowledge, skills, or values. This rubric is not exhaustive; are there other rows or columns that you would add? While we do not wish to have you complete this matrix until you have had a chance to do worksheets 3A - 3D, we also do not wish to crimp your style. So, if you find this way to depict civic learning objectives counter-productive, do not hesitate to create your own way to identify civic learning outcomes for your service-learning course.

	LEARNING OBJECTIVES		
Goal Categories for Purposeful Civic Learning	**Knowledge**	**Skills**	**Values**
Academic Learning			
Democratic Citizenship Learning			
Diversity Learning			
Political Learning			
Leadership Learning			
Inter- and Intra-Personal Learning			
Social Responsibility Learning			

On the next page an exemplar for each cell in the above matrix may be found.

MATRIX 3B Exemplars - Purposeful Civic Learning Objectives

We offer below some sample direct and purposeful civic learning objectives to assist your efforts with the worksheets on the next pages. These are not meant to be prescriptive, but rather illustrative of what we have in mind for purposeful civic learning objectives that will prepare you for undertaking the next seven worksheets. Once you've had a chance to become familiar with the exemplars below, please proceed to the next page.

Please keep in mind that a total of three to six specific civic learning objectives is a reasonable target for a service-learning course. Fewer than three may have a negligible effect on students' civic development. More than six may compromise attention to the academic learning objectives of the course.

	L E A R N I N G O B J E C T I V E S		
Goal Categories for Purposeful Civic Learning	**Knowledge**	**Skills**	**Values**
Academic Learning	Understanding root causes of social problems	Developing active learning skills	There is important knowledge only found in the community
Democratic Citizenship Learning	Becoming familiar with different conceptualizations of citizenship	Developing competency in identifying community assets	Communities depend on an active citizenry
Diversity Learning	Understanding individual vs. institutional "isms"	Developing cross-cultural communication skills	Voices of minorities are needed to make sound community decisions
Political Learning	Learning about how citizen groups have effected change in their communities	Developing advocacy skills	Citizenship is about more than voting and paying taxes
Leadership Learning	Understanding the social change model of leadership	Developing skills that facilitate the sharing of leadership roles	Understanding that leadership is a process, and not a characteristic associated with an individual or a role
Inter- and Intra-Personal Learning	Understanding one's multiple social identities	Developing problem-solving skills	Learning an ethic of care
Social Responsibility Learning	How individuals in a particular profession act in socially responsible ways	Determining how to apply one's professional skills to the betterment of society	Responsibility to others applies to those pursuing all kinds of careers

WORKSHEET 3A

Objectives that Contribute to Purposeful Civic Learning
Academic Learning
Democratic Citizenship Learning

On this page identify academic and democratic citizenship learning objectives that you would like to establish for the students in your service-learning course that can contribute to their civic learning. Some examples have been provided in the matrix on page 42. If you choose not to focus on either of these, skip to the next page.

	LEARNING OBJECTIVES		
Goal Categories for Purposeful Civic Learning	**Knowledge**	**Skills**	**Values**
Academic Learning			
Democratic Citizenship Learning			

WORKSHEET 3B

Objectives that Contribute to Purposeful Civic Learning
Diversity Learning
Political Learning

On this page identify diversity and political learning objectives that you would like to establish for the students in your service-learning course that can contribute to their civic learning. Some examples of diversity and political learning objectives that contribute to civic learning have been provided in the matrix on page 42. If you choose not to focus on either of these, skip to the next page.

	LEARNING OBJECTIVES		
Goal Categories for Purposeful Civic Learning	**Knowledge**	**Skills**	**Values**
Diversity Learning			
Political Learning			

WORKSHEET 3C

Objectives that Contribute to Purposeful Civic Learning
Leadership Learning
Inter- and Intra-Personal Learning

On this page identify leadership and inter-and intra-personal learning objectives that you would like to establish for the students in your service-learning course that can contribute to their civic learning. Some examples of leadership and inter- and intra-personal learning objectives that can contribute to civic learning are identified in the matrix on page 42. If you choose not to focus on either of these, skip to the next page.

	L E A R N I N G O B J E C T I V E S		
Goal Categories for Purposeful Civic Learning	**Knowledge**	**Skills**	**Values**
Leadership Learning			
Inter- and Intra-Personal Learning			

WORKSHEET 3D

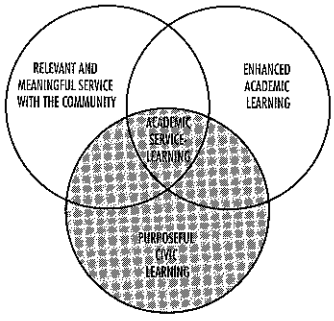
Objectives that Contribute to Purposeful Civic Learning
Social Responsibility Learning

On this page identify social responsibility learning objectives that you would like to establish for the students in your service-learning course that can contribute to their civic learning. Some examples of social responsibility learning objectives that can contribute to civic learning are identified in the matrix on page 42. If you choose not to focus on social responsibility learning that contributes to civic learning, skip this page.

	LEARNING OBJECTIVES		
Goal Categories for Purposeful Civic Learning	**Knowledge**	**Skills**	**Values**
Social Responsibility Learning			

Synthesis Instructions

Aggregated Learning Objectives that Contribute to Purposeful Civic Learning



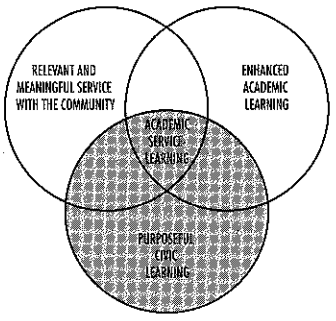
Now that you have completed the preceding worksheets, you have a composite of specific learning objectives for purposeful civic learning for your service-learning course.

We suggest that you transpose this information from the preceding worksheets to Matrix 3A on page 41. This will not only give you an aggregated set of your civic learning objectives, but also position you to know whether community service can enhance civic learning in your course.

If it appears to you that strengthening students' civic learning in your course makes sense, and that student involvement in community service is a way to accomplish this, then proceed with the next stage in this planning process. If purposeful civic learning does not appear to be a good fit with your course, or if student involvement in community service is not a good method for meeting your civic learning objectives, then it is appropriate to question the advisability of service-learning for this course. Perhaps another course that either you or a colleague teach would be a better fit for service-learning.

If you decide that service-learning is a good fit with this course, then the next step is to identify learning strategies and assessment methods for your purposeful civic learning objectives.

After completing Matrix 3A, the next step will be to determine learning strategies and assessment methods for these civic learning objectives.



Worksheets 4A-4D Instructions

Learning Strategies and Assessment Methods

What next steps are necessary to realize the civic learning objectives that you have established for your students?

Setting learning objectives for purposeful civic learning is only a first (albeit major) step, but by itself does not enable civic learning.

Matrix 4 on the next page maps the next steps to enable students to realize and document purposeful civic learning. It mimics Matrix 2 on page 32, in which you identified learning strategies and assessment methods for your enhanced academic learning objectives.

For now, this matrix is meant as a panoramic view of the next steps involved in moving from the civic learning objectives you have set to realizing them and assessing the students' learning therefrom. Later we will ask you to use it to aggregate all your civic learning strategies and assessment methods. The instructions for completing Matrix 4 are the same as for Matrix 2. You may find it helpful to review those instructions and reflection activities on pages 30 and 31.

For those of you inclined to utilize readings as a mechanism to stimulate students' thinking about civic responsibility, we refer you to a list of books and articles on page 61.

MATRIX 4

Learning Strategies and Assessment Methods

Having established learning objectives for purposeful civic learning for your service-learning course, a panoramic view of next steps is offered in this matrix. There is no need to complete this matrix at this time. Each of the next set of worksheets consists of two rows each of this matrix.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Categories for Purposeful Civic Learning	**Specific Objectives**	**Classroom Strategies**	**Student Assignments**	**Assessing Learning**
Academic Learning				
Democratic Citizenship Learning				
Diversity Learning				
Political Learning				
Leadership Learning				
Inter- and Intra-Personal Learning				
Social Responsibility Learning				

WORKSHEET 4A

Learning Strategies and Assessment Methods
Academic Learning
Democratic Citizenship Learning

What are your learning strategies and assessment methods for the "Academic Learning Objectives" and "Democratic Citizenship Learning Objectives" that you identified on page 43?

Follow the instructions from pages 30-31 to complete this chart.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Categories for Purposeful Civic Learning	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Academic Learning				
Democratic Citizenship Learning				

WORKSHEET 4B

Learning Strategies and Assessment Methods
Diversity Learning
Political Learning

What are your learning strategies and assessment methods for the "Diversity Learning Objectives" and "Political Learning Objectives" that you identified on page 44?

Follow the instructions from pages 30-31 to complete this chart.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Categories for Purposeful Civic Learning	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Diversity Learning				
Political Learning				

WORKSHEET 4C

Learning Strategies and Assessment Methods
Leadership Learning
Inter- and Intra-Personal Learning

What are your learning strategies and assessment methods for the "Leadership Learning Objectives" and "Inter- and Intra-Personal Learning Objectives" that you identified on page 45?

Follow the instructions from pages 30-31 to complete this chart.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Categories for Purposeful Civic Learning	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Leadership Learning				
Inter- and Intra-Personal Learning				

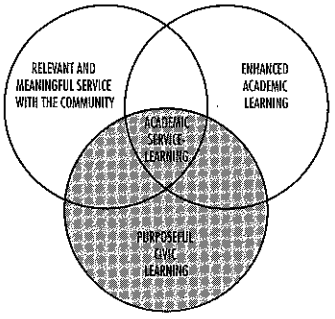
WORKSHEET 4D

Learning Strategies and Assessment Methods
Social Responsibility Learning

What are your learning strategies and assessment methods for the "Social Responsibility Learning Objectives" that you identified on page 46?

Follow the instructions from pages 30-31 to complete this chart.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Categories for Purposeful Civic Learning	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Social Responsibility Learning				



Synthesis Instructions

Learning Strategies and Assessment Methods

Now that you have completed the preceding "Learning Strategies and Assessment Methods" worksheets, you have a collection of learning objectives, learning strategies, and assessment methods for purposeful civic learning for your service-learning course.

Transposing this information from the preceding worksheets to Matrix 4 on page 49 not only will give you a panoramic view of your plan for purposeful civic learning, but it will also provide an opportunity to determine if there are any activities that intersect or could be connected. For example, you may find that a student assignment earmarked to enable a diversity learning objective may be tweaked so that it can also enhance a political learning objective.

Once you have completed Matrix 4 on page 49, you have finished the Purposeful Civic Learning section of this workbook.

SECTION SIX

Final Thoughts

Synthesis

Enhanced Academic Learning and Purposeful Civic Learning

To this point in the workbook we have treated Enhanced Academic Learning and Purposeful Civic Learning as distinct domains. However, as the Venn Diagram on page 12 depicts, these are overlapping areas of learning. Therefore, there may be areas of overlap between your learning objectives, strategies, and assessment methods for enhancing academic learning and purposeful civic learning.

Take your completed matrices from pages 32 and 49 and lay them side by side. Are there areas of overlap, intersection, etc.? Tweak your plans for potential efficiency and synergy.

Community Partners – Completing the Circle

Selecting Community Partners

Once you have completed the worksheets for Enhanced Academic Learning and Purposeful Civic Learning, you are in a position to be able to articulate the criteria for selecting community contexts, activities, and durations. With this information you are prepared to identify and meet with prospective community partners. It is important to be clear about the criteria you have for selecting community placements (see Principle 4 on page 17). For example, you may have diversity learning as part of your purposeful civic learning. Therefore, you would only want to place students in community-based organizations that would provide an opportunity to be exposed to and come into contact with diverse populations.

Roles and Responsibilities

When meeting with community partners, in addition to determining activities and timeframes, role clarification is important. There are a number of responsibilities related to student involvement in the community as part of service-learning courses that need to be discussed with community partners. These include:

1. Orientation of students to the agency / community
2. Preparation and training of students for the work they will be undertaking
3. Supervision of the students at the agency
4. Communication methods between the faculty member and the community partner(s) during the semester
5. Confirmation that the students were diligent in their responsibilities

Service-Learning Syllabus Suggestions

Armed with your two sets of learning objectives and familiarity with community partners and placements, you are ready to prepare the syllabus for your service-learning course. We have the following suggestions:

1. Provide students with a rationale for the use of service-learning in your course.
2. Explain on your syllabus how the community service in the course is different than that practiced in high school or as part of a college student organization.
3. Distinguish academic service-learning from internships
4. Share the 3 circle Venn Diagram (p.12) and explain it.
5. Share your course academic and civic learning objectives with students.
6. Identify and describe the choice of service activities and sites.

We recommend that you review Kerri Heffernan's *Fundamentals of Service-Learning Course Construction* (Campus Compact, 2001) for sample syllabi.

SECTION SEVEN

Companion Resources

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Related Resources

Service-Learning Resources

A Practitioner's Guide to Reflection in Service-Learning (Eyler, Giles, & Schmiede, 1996) – order from National Service-Learning Clearinghouse – ***http://nicsl.jaws.umn.edu/***

Academic service learning: A pedagogy of action and reflection (Rhoads & Howard, Eds., 1998). San Francisco: Jossey-Bass.

American Association of Higher Education (1997 – 2000). Service-Learning in the Disciplines. An 18-volume series of discipline-specific monographs focused on service-learning and a particular area of study (e.g., History, Political Science, Medical Education, Composition, Engineering). Order via web page – ***www.aahe.org***

Fundamentals of Service-Learning Course Construction (Heffernan, 2001) – order from Campus Compact – ***www.compact.org***

Michigan Journal of Community Service-Learning (volumes 1 – 7, special issue on "strategic directions for service-learning research"). Ann Arbor, MI: OCSL Press. Web page – ***www.umich.edu/~mjcsl***

Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact. Order via web page – ***www.compact.org***

Course Development Resources

Diamond, R. (1998). *Designing and assessing courses and curricula.* San Francisco: Jossey-Bass.

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