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**The John R. Kernodle Jr. Center for Service Learning and Community Engagement**

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What is the Kernodle Center?

The John R. Kernodle Jr. Center for Service Learning is the hub of curricular and co-curricular service-learning experiences at Elon University. The center provides resources and support for students, faculty, staff and community partners engaging in purposeful educational opportunities that serve the common good.

The Mission Statement

The Kernodle Center for Service Learning and Community Engagement at Elon University, in partnership with local and global communities, advances student learning, leadership, and citizenship to prepare students for lives of active community engagement within a complex and changing world. This preparation is grounded in an ethic of service that appreciates multiple perspectives, creates opportunities that are affirming and empowering to all, and responds to needs of diverse communities.

To fulfill our mission, The Kernodle Center for Service Learning and Community Engagement:

- Educates students through curricular and co-curricular experiences encompassing direct service, indirect service, and advocacy
- Creates and supports collaborative and sustainable relationships between faculty, staff, students and community partners
- Encourages personal responsibility and a deeper understanding of societal issues
- Fosters creative solutions to social concerns and identified community needs
- Builds student leadership, community capacity, and faculty and staff engagement

Support from the Kernodle Center

1. Logistical and resource assistance provided by professional and student staff
2. The opportunity for faculty to coordinate their efforts and collaborate across disciplines
3. Access to wide range of resources to enhance service-learning endeavors

THE KERNODLE CENTER FOR SERVICE LEARNING AND COMMUNITY ENGAGEMENT would like to thank the staff of the following institutions for allowing us to use some of their resources for the creation of this handbook: Appalachian State University, Colorado State University, the University of Wisconsin, and Santa Fe Community College.
KERNODLE CENTER RESOURCES & PROGRAMS

Faculty Listserv
The Kernodle Center manages a listserv that allows Elon faculty using academic service-learning to share ideas, successes, and challenges with other colleagues on campus. In addition, faculty have the opportunity to stay abreast of upcoming workshops, programs, and conferences.

Resource Library
Need information about service-learning or how other faculty use service-learning? Need more information about the social justice issues or populations your students are researching? We have a variety of articles, books, and videos that can be checked out for up to a week by students or faculty.

Faculty Advisory Committee for Academic Service-Learning
The Faculty Advisory Committee provides faculty voice and leadership for related policies and program development across campus. The committee makes recommendations regarding to related departments/governing bodies such as The Kernodle Center for Service-Learning, General Studies Council, and Curriculum Committee. The committee includes the Kernodle Faculty Fellow for Academic Service-Learning, Assistant Dean of Residence Life and Service Learning, Director of the Kernodle Center, and faculty from across the disciplines.

Faculty Scholars Program
Each year this program supports six faculty members who wish to: 1) incorporate or enhance service-learning in their courses and/or 2) seek to better understand the pedagogy. Each faculty member constructs a course syllabus including integration of a service-learning project and also makes a commitment to teach the newly designed course during an upcoming semester. Faculty Scholars receive a $1000 stipend, serve as mentors for future Scholars, and receive a cap of 25 students for their newly designed course.

Consultation and Site Referrals
Kernodle Center staff and students can help develop Service-Learning projects for courses and/or help locate community agencies whose services relate to particular curricular goals. Staff can also provide ideas for creative reflective activities to help students think critically about their service experiences and the intersections of coursework and service in the community.

Community Partner Support
Annual workshops and meetings are held to bring agency staff together for training and networking. Agency representatives learn how to use service-learning philosophies to enhance their volunteer management and gain insight into partnering with service-learning students and faculty.
Elon University Definition of Academic Service-Learning

*Defined by the Faculty Advisory Board, Fall 2005*

Service-Learning is fundamentally an academic endeavor in which service is an integrated component of a course. It is a credit-bearing, experiential education approach that involves an established community partnership guided by the expertise of professors and community-based practitioners, working together with students to address community needs. The partnerships between Elon and the community engage students in service primarily with non-profit organizations, schools, and government agencies. Academic Service-Learning is a unique form of engaged learning that includes:

- direct contact between students and the community, requiring student preparation for community experiences
- engagement in projects and activities that are devoted to the public good
- service activity that is reciprocally beneficial to the community and students and is relevant to course objectives
- structured reflection that enhances student understanding of connections between course content and service
- recognition of how disciplinary knowledge contributes to our understanding of the world

Elon University affirms the importance of engaged pedagogies as a foundation of our curriculum that advances our goal of developing global citizens and informed leaders. Toward this end, academic service-learning courses contribute to a variety of personal, cognitive, and social outcomes including enhanced self-awareness, improved critical thinking, and an increased understanding of social responsibility, diversity, and societal structures.

“Service Learning 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.”

—Robert Bringle and Julie Hatcher, "A Service Learning Curriculum for Faculty."

*Michigan Journal of Community Service Learning, Fall 53 3 9, pp.556-122.*
Community Service

- Does not typically include an academic component.
- Planning is often the responsibility of those providing the service.
- Often viewed more like a program or a project than a philosophy, pedagogy, or epistemology.
- Does not carry academic credit.
- While "student learning" likely occurs, it is not an intentional or primary impetus.

Academic Service-Learning

- Integrates academic study with community service to make "learning" more intentional (i.e., through reflective writing, group discussions, and other activities).
- Uses service as a "text" and rewards academic credit to students who use this text in academically significant ways.
- Incorporates the concept of "mutuality" (i.e., several parties are included in the planning of the program, such as faculty, students, and those being "served").
- Fosters participants learning about the larger social issues driving the need for service.
- Emphasizes the importance of reciprocity (i.e., the exchange of giving and receiving and teaching and learning by those "serving" and those "being served").

“I learned what it meant to look at an issue and break it down, to see the interconnectedness and the complexity of an issue such as homelessness, to brainstorm and initiate strategies that addressed root causes and to avoid slapping a band aid on a symptom. I could finally tie what I was learning from my text books and lectures to what was happening in my community and my world.”—student journal
Similar to other forms of experiential learning (internships, field placements or cooperative education), academic service-learning is student-centered, hands-on and directly applicable to curriculum. The important difference and distinguishing characteristic of academic service-learning is its reciprocal and balanced emphasis on both student learning and addressing community needs. Therefore, community needs assessment and community voice are indispensable components.

Course materials such as lectures, readings, discussions, and reflection inform students' service. In turn, service experiences inform academic dialogue and student comprehension. Students work on real problems that make learning relevant while simultaneously enhancing their analytical ability and civic/ethical responsibility.

Service-Learning pedagogy is commonly described as a cycle. First articulated by David Kolb (1984), the learning cycle for academic service-learning fosters meaning and comprehension through concrete experience, reflective observation or assimilation, abstract conceptualization or theory building, and active experimentation or problem-solving (Eyler, Giles, and Schmiede, 1996). Service-Learning experiences can be incorporated into any discipline or course—thus, this pedagogy is NOT limited to the humanities or social sciences.
Contrary to the adage, experience is not necessarily the best teacher. Experience in and of itself can, for example, lead students to reinforce stereotypes, make incorrect inferences, and draw false conclusions. In some cases, students may not even understand why they are expected to engage in service or see its relevance to the course. In order to help students make sense of their service experiences in the context of the course, the faculty member must design the service-learning component intentionally to facilitate student understanding and learning. The principles below are frequently cited in the service-learning literature as elements of a well-designed service-learning course.

SELECT A MODEL...

...for the service-learning project that is compatible with the community’s needs and the desired learning outcomes.

**On-site sustained service**—Students make a commitment to an organization and work there weekly throughout the semester. Students are required to work a specific number of hours at the site. The exact number of hours required may vary based upon the nature of the project and the course. Generally at least 12-15 hours are required. Some research evidence suggests that students derive greater benefits from lengthier periods of service with 15-30 hours being optimal.

**On-site episodic service**—Students work on-site in the community one to three times over the course of the semester. This model works best for short-term, major projects such as a river clean-up, building renovations, assisting with a major community event or meeting, etc. These types of projects can have great value but may be more difficult to integrate as fully into your course.

**Classroom-based service**—Students’ service to the community is done in the classroom as they produce materials, conduct research, solve a problem, provide consultation, etc. In order for this model to be used successfully, there must be on-going dialogue with the community partner. Community representatives come to class at least at the beginning and at the end to explain the project and to receive the “product” from the class. Ideally students visit the community site as well to get a better feel for the organization.


Which of the above models best fits the needs of your course?
### TYPES OF SERVICE-LEARNING

<table>
<thead>
<tr>
<th>Pure Service-Learning</th>
<th>Discipline Specific</th>
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<tbody>
<tr>
<td>Courses that send students into the community to serve; not discipline specific; have intellectual core ideas about service, community, engaged citizens, etc.</td>
<td>Students use course content as a basis for understanding and analyzing their service experiences</td>
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<thead>
<tr>
<th>Problem-Based</th>
<th>Capstone Project</th>
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<td>Students engage with the community in a role similar to that of “consultant” with the community as “client”; students work with the community to study and understand a given problem and formulate a response or solution; this model presumes that students have knowledge that is appropriate to the problem</td>
<td>A project designed for majors and minors in a given discipline; service acts as a point of focus for synthesizing and applying their knowledge; may also incorporate the study of a topic</td>
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<tr>
<th>Service Internships</th>
<th>Undergraduate Community-Based Action Research</th>
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<tbody>
<tr>
<td>More lengthy and intense than traditional service-learning; regular and on-going reflection; application of discipline based knowledge and theory; principles of service-learning are followed such as reciprocity, partnership, etc.</td>
<td>Students work with the community to design and implement research to answer a given question; students work in teams or independently; assumes some degree of student expertise and independence</td>
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**A SERVICE AND LEARNING TYPOLOGY**

<table>
<thead>
<tr>
<th>Service-LEARNING</th>
<th>Learning goals primary; service outcomes secondary</th>
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<tbody>
<tr>
<td>SERVICE-learning</td>
<td>Service outcomes primary; learning goals secondary</td>
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<tr>
<td>service learning</td>
<td>Service outcomes primary; learning goals secondary</td>
</tr>
<tr>
<td>SERVICE-LEARNING</td>
<td>Service and learning goals completely separate</td>
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<tr>
<td></td>
<td>Service and learning goals of equal weight and each enhances</td>
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For more information regarding the topics described in this section, please refer to the Related Readings on pages 25-27.
Service-Learning: A Balanced Approach to Experiential Education

"Academic Service-Learning is a chance to take what you’ve learned in the classroom and apply that to the real world." — student evaluation

[Diagram showing the balance between service, learning, and primary intended beneficiaries, with Service-Learning as the central focus, divided into Community Service, Field Education, Volunteerism, and Internships.]
OUTCOMES OF ACADEMIC SERVICE-LEARNING

1. Increased participation in class discussion
2. Growth in critical thinking and writing skills as well as GPA
3. Heightened sense of civic and personal responsibility
4. Increased learning and motivation to work harder

- from “How Service Learning Affects Students” by Alexander Astin, et al.

Students participating in Service-Learning develop:

- Increased ability to apply material learned in class to real problems
- Greater self-knowledge
- A reduction of negative stereotypes and an increase in tolerance for diversity
- Greater spiritual growth
- Increased ability to work with others
- Increased feeling of being connected to a community
- Increased leadership skills
- Increased connection to the college experience through closer ties to students and faculty
- Increased reported learning and motivation to learn
- Deeper understanding of subject matter
- Deeper understanding of the complexity of social issues


According to a national longitudinal study of 22,236 undergraduates academic service-learning can have significant positive effects on:

- academic performance (GPA, writing skills, critical thinking skills)
- values (commitment to activism and to promoting racial understanding)
- self-efficacy
- leadership (leadership activities, self-rated leadership ability, interpersonal skills)

Qualitative findings suggest academic service-learning facilitates 4 types of outcomes:

1. an increased sense of personal efficacy
2. an increased awareness of the world
3. an increased awareness of one's personal values
4. increased engagement in the classroom experience

## Cognitive Development

**Discipline-Specific Knowledge**

Real life experiences bring theory to life outside the classroom. As students put discipline-specific knowledge into practice with non-profit community organizations, they:

- retain more information
- actively participate in discussions
- gain self-confidence in their ability to utilize their knowledge in real world contexts

**Epistemological Development**

Service-Learning experiences broaden student understanding of issues with a larger social context for viewing systemic problems. Through interactions, discussions, & reflection, students consider multiple perspectives of issues, thus augmenting cognitive skills and epistemological development.

**Moral Judgment**

Students gain self-understanding as they question personal values and judgments. Students often develop an ethic of care and sense of citizenship/responsibility, which permeate their lives.

## Psychosocial Development

**Sense of Purpose**

Service-Learning enables students to explore academic majors and/or gain valuable hands-on experience for career goals. Service-Learning, combined with critical reflection, helps students discover academic interests, personal values, and career aspirations.

**Cultural Identity Development**

Students interact with people who are different than themselves with regards to values, lifestyle, religion, race/ethnicity, and sexual orientation. These interactions, combined with critical reflection, increase students' awareness of their cultural identities and encourage them to develop awareness of diversity.

**Sense of Interdependence**

Students increase awareness of their strengths and how skills can assist a group/community. Working side-by-side with non-profit professionals and clients, students become more aware of their role in society and the importance of collaboration.

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*Adapted from Shari Galiardi, “Enhancing Development of Students through Service-Learning Experiences”*

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“*It has helped me have a deeper understanding of the severity of social issues such as poverty, and it’s reduced some of the stereotypes that are often associated with people in poverty.***—student journal

“In general, it may be useful, in thinking about ‘quality service-learning,’ to regard the community service connected to any politically oriented learning as one of the central ‘texts.’” —Rick Battistoni
**Principles of Good Practice for Service-Learning**

Relevant and meaningful service in and to the community should:

1. Enhance student academic learning
2. Serve community needs
3. Prepare students for active civic participation in a diverse democratic society

- Academic credit is for learning, not for service
- Does not compromise academic rigor
- Set learning goals for students
- Establish criteria for the selection of community service-learning placements
- Provide educationally sound mechanisms to harvest the community learning
- Minimize distinction between students' community learning role and classroom learning roles
- Re-think the faculty instructional role
- Be prepared for uncertainty and variation in student learning outcomes
- Maximize the community responsibility orientation of the course

**Tips for Establishing Positive Community Connections**

- Work towards balancing power (and sharing resources) among partners.
- Try to meet agency representatives at their office when possible. Note details on location, transportation and parking that will be pertinent to your students.
- Ask agency staff how what you have to offer might be useful to them.
- Research agency history, mission and related social issues. Learn about the assets of the agency and clientele and relate this to your students. Help students shift their perception of community members as deficient and needy, to possessing valuable and desirable strengths and insights.
- Be open to indirect service projects. Consider how you can help students see the value of service that provides support to community vs. direct contact with people.
- Take care to “do no harm.” The notion of community as laboratory assumes a false hierarchy of power and perpetuates an attitude of institutional superiority.
- Invite community partners to be a part of reflections, presentations, and related activities.
- Work towards a partnership based on shared goals, measurable outcomes, and open communication, understanding that partnerships take time and energy to develop over time.
Developing a Service-Learning Course: 8 Key Points

1. What are the learning outcomes for the course? Which of these outcomes can be achieved through the service-learning component and what evidence would prove they were achieved?

2. What types of community projects or research might help achieve the learning outcomes listed above? You might think in terms of specific types of service settings (e.g., agencies and organizations) as well as what students might do in these settings.

3. How could the service-learning component tie directly to the course content (e.g., professional ethics, context of the profession within the larger society/community, disciplinary issues, public issues)?

4. What types of assignments could you develop to: a) help students connect their service to the course content, b) increase the chances all students achieve the desired learning outcomes, or b) maximize the learning from the service experience? Possibilities include reflective papers, readings, discussions, presentations, multimedia projects, etc.

5. What other syllabus adjustments would be needed to accommodate the service-learning component? Could any assignments be abbreviated/altered if learning objectives are met through service-learning?

6. What communication would be helpful with community partners? What feedback, if any, might you solicit from service sites about students’ performance?

7. What primary strategies could you use to assist students to prepare for and reflect on the service-learning aspect of the course?

8. How might you evaluate student learning in the service-learning project, focusing particularly on evaluating learning rather than service?

- Adapted from Pam Kiser, Past Kernodle Faculty Development Fellow

Contact The Kernodle Center for Service Learning and Community Engagement & Faculty Fellow

Discuss and identify community placements that offer experiences relevant to your course goals. Find out about partner agencies. Read samples of students’ papers. Explore syllabi from other faculty. The Kernodle Center has many resources to assist you and staff are available to visit your classes to explain service-learning and the process of choosing community sites. The Kernodle Center Faculty Fellow also works closely with faculty across campus on developing and enhancing academic service-learning courses.

Start Small

As with any curricular change, start with a small project and proceed slowly. Implement service-learning in one class or one portion of a class, utilizing support/resources from Kernodle Center and campus faculty.
Quantity of service. Consider the number of service hours you require for your project. The research on service-learning indicates that generally the more time students spend in service, the greater the positive effects of the experience for the student. It may be useful to know that the research generally recommends at least 15-30 hours of service over a semester. Community partners also report that it is most beneficial to them and their clients to have service-learning students with them for longer periods of time.

Communication with the host organization(s). Staff in the community agencies who work with our students find it helpful to know the specific course with which the service project is being linked and what the faculty member hopes students will learn from the project. This information can be communicated efficiently through a letter which can either be mailed or hand-delivered by the student. It is also helpful to include contact information including your phone number, e-mail address, etc. You might also consider visiting (or volunteering) in the organization and/or having professionals from the host organization visit your class. Checking in with agency staff occasionally throughout the semester helps to ensure the quality of the experience for everyone.

Quality of the service. As students and faculty approach the human service community as outsiders, it can be difficult to understand exactly what students will be doing while on site and what is realistic to expect from the service experience. To bridge this gap, it is helpful for you, the faculty member, to communicate directly with both agency staff and students about the types of experiences that you would like your students to have and the learning outcomes you seek. Once agency staff understand what you are trying to accomplish, they will most likely have ideas about what types of work might be most appropriate.

Course design. Although it may be obvious to you how community service links with your course goals, do not assume that this is clear to your students. Make these connections clearly on the course syllabus and discuss them in class throughout the semester. Include assignments that call upon students to integrate the content, ideas, and principles of the course with their service experiences. These assignments might include integrative papers, guided journals, focused class discussions, oral presentations, multimedia presentations, art work, etc. The key is that the assignments involve the student in making meaningful connections between knowledge and experience.

Evaluation. Faculty often have difficulty placing grades on students’ service-learning projects. It may be helpful to think about placing emphasis on evaluating the quality and quantity of the student’s learning as demonstrated on specific assignments (like those above). Emphasis is not generally or exclusively placed on evaluating quality of service work per se. Depending upon the learning goals, however, evaluating the quality of the service itself may be appropriate as part of the student’s grade. Students must be clearly informed as to how the service-learning project will be evaluated.
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 to prepare students and teach them how to gain knowledge from their experience.

By involving students in real community problems, service-learning provides them with a need to know, a desire to enhance their skills and a commitment to solving problems. In order for this to take place, students must be given the opportunity to prepare for and learn from their service-learning experiences in an intentional way.

Although most students are familiar with traditional community service, academic service-learning is often a new concept for them. Thus, in order for students to understand the educational value of service, the philosophy of academic service-learning, and help them work through some of their concerns, preparation is essential for students to have the opportunity to examine their expectations, assumptions, and fears, as well as gain a context to understand their experience. As the first step in the process, preparation activities will enrich your students’ service-learning experiences and serve as a spring board for future reflection activities and class projects.

**Suggested Preparation Activities:**

- Take students on an agency tour or have a representative come to speak about the agency's mission, history, etc.
- Coordinate a panel of students who have previously taken the course to speak with the class about their experiences.
- Require that students do readings about the population that they will be serving.
- Conduct an "experience inventory" to assess the skills and knowledge that each student brings to the project.
- Do role playing to practice skills that may be required for the project.
- Use journaling, discussion, or drawing to have students express their assumptions, fears, and feelings about the project.

"A greater body of evidence confirms that when accompanied by proper preparation and adequate academic reflection, service-learning can be a potent civic educator" (Farr, 1997; Guarasci, 1997; Markus, et al, 1993; Mendel-Reyes, 1997; Rimmerman, 1997a; Eyler & Gyles, 2000; Walker, 2000; Cammarano, Battistoni, & Hudson, 2000). — Rick Battistoni
A wide range of preparation activities exist depending on professors’ goals. Examples include:

- Explain your philosophy/rationale for service-learning so students understand why you have integrated service into the course. This discussion will help them better understand the goals as they journey through the landscape of the course.

- Force students to set learning goals in advance. What types of academic learning should they be aiming for? What skills can they develop? What personal growth will they experience? What will students need to do for such learning to occur?

- Readings about topics like service-learning in general, local populations/histories/issues, first-person perspectives on issues, white privilege, socio-economic issues, structural inequalities, comments from former students/volunteers, local organizations, etc.

- Developing service ethics: In preparing students for service experiences, it can be helpful to develop a service code of ethics. Discussion of students’ specific responsibilities, attire, and language are all helpful, as well as fleshing out of guiding principles for their behavior.

- Discussing developing skills like communicating directly with agency staff, assertiveness, and critical problem-solving encourages students to be active participants in their own experiences.

- Mutuality & reciprocity: Prepare students to understand the larger partnerships and mutual benefits and reciprocal relationships in which they will serve. Help students to avoid a “saving” mentality by understanding they are working with people, communities, and organizations that possess strength, wisdom, resourcefulness and resilience. Challenging students to reduce “us and them” types of thinking that may occur when students see themselves as lowering themselves to “help the needy.”

- Pushing students to explore diversity that they will encounter can prepare them to more fully observe and respect the community. Students might compare the county’s profile versus their home county in order to better understand the makeup (income, literacy, education, issues, and demographics) of the community.

- Uncovering the social justice issues related to human needs they will encounter can push students beyond “blaming the victim” and other simplistic explanations for social problems. Assist students in considering complexities of social conditions that create the need for agencies, organizations, and services where they will serve. How could we make changes that could reduce or eliminate the need for such services?
Reflection is a process designed to promote interpretation of experience and promotion of cognitive and affective learning. Students should be asked to think critically about experiences by looking back on implications of actions and connecting conclusions to future actions and societal contexts.

<table>
<thead>
<tr>
<th>Principles of Reflection</th>
<th>Challenging</th>
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<tbody>
<tr>
<td>Continuous</td>
<td>• expects quality in student efforts in both service and in reflection</td>
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<tr>
<td>• before, throughout, and after</td>
<td>• introduces increasingly challenging questions, probing for deeper/more informed responses</td>
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<tr>
<td>• service is so deeply integrated into fabric of course, its on-going consideration is organic and natural</td>
<td>• provides opportunity for faculty frequent and formative feedback, encouraging student growth</td>
</tr>
<tr>
<td>Connected</td>
<td>• engages students in dealing with difficult issues, questions, and intellectual tasks e.g., dealing with dissonance and paradox, wrestling with multiple points of view, synthesizing the intellectual/cognitive and the emotional/experiential, etc.</td>
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<tr>
<td>• with course goals and professor's rationale for service in the course</td>
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<tr>
<td>• with desired student and community outcomes</td>
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<tr>
<td>• with course content and assignments</td>
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<tr>
<td>Contextual</td>
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<tr>
<td>• sets service experience within a larger context e.g., community, society, civic responsibility</td>
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<tr>
<td>• is appropriate to the course and commensurate with course level and expectations</td>
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<tr>
<td>• starts where the student is</td>
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**Possible Reflection Activities:**

Reflection should accommodate multiple learning styles beyond journaling and discussions:

- **Reading:** case studies, books about social issues, government documents/legislation, professional journals, or classic/fictional literature on the subject matter.

- **Writing:** journals, essays, grant proposals, press releases, legislation, letters to politicians, newspaper articles, or write community agency training manuals.

- **Telling:** focus groups, informal/formal discussions, class/community presentations, legislative testimony, conferences between students and community partners.

- **Doing:** Create art/photo journals, give agency tours, watch movies, plan events/forums, etc.
Evaluate student work with emphasis on assessing the learning NOT the service:

- Make clear to students upfront your expectations about their service and their learning
- Make clear how you will monitor the quality and quantity of their service
- Make clear how you will evaluate their academic assignments related to their service and what types of learning/skills/knowledge you will be looking for in these assignments

Evaluate the experience with community partners:

- Open a dialogue with community partners about how the project went
- Does a sustained, on-going relationship between you and the partner for this course make sense? If so, where might you go from here in your work together?
- Be aware that it can be difficult for community members to provide honest feedback to faculty due to the power differential in that relationship. Consider effective ways to solicit feedback from the community partners you worked with.

How will you assess student learning?

What assignments will you grade & how?

To what extent, if any, will the quality of student service be evaluated & how?

What type of feedback do you want from community partners about your students’ performance?
The Integrative Processing Model offers a tool to enhance student learning in experiential education. This model is a step-by-step method of learning from experience which guides students to think through their experiences carefully and systematically. The Integrative Processing Model is a six-step, cyclic process. Each step of the model is described below.

**Step 1: Gathering Objective Data from the Concrete Experience**

In experiential education, learning begins with a specific, discrete experience. During the experience, as well as after the fact, students gain information about the situation and events as well as about the behaviors and actions of the various participants. The student’s ability to be an objective observer of experience is developed through this step of the learning process as the student identifies the salient points from the experience itself.

Describe the experience, focusing on such issues as:

- What did I observe in this experience and what were the key events and features?
- What did I observe about the physical surroundings, about my behavior/actions, & those of others?

**Step 2: Reflecting**

In Step 2, Reflecting, students assess their own personal reactions to the experience. Students ask such questions as:

- How does this situation touch upon my own values or personal history?
- What emotions and thoughts does this experience trigger in me?
- What assumptions am I making about this situation or the people involved, including myself?
- What does this experience point out to me about my own attitudes, biases, or preferences?
- How do I evaluate my own effectiveness in this experience?
- What behaviors (both verbal and non-verbal) enhanced or diminished my effectiveness?
Step 3: Identifying Relevant Knowledge

The information recorded in Step 1 may constitute only a set of meaningless, disjointed facts if examined outside the context of relevant theory and knowledge. Students in Step 2 identify theoretical, conceptual, and/or factual information which can shed light on these facts. While previous classroom learning probably forms the foundation for this process, students might also need to engage in more extensive reading and research to expand their knowledge and to develop greater understanding of their experience.

Against the backdrop of relevant knowledge, certain information identified in Step 1 rises to the foreground of attention while other information becomes relatively less significant. Some facts may begin to cluster together, bearing some relationship to one another, forming a more cohesive picture, pattern, or theme. The application of knowledge (whether theoretical, conceptual or factual) provides an organizing focus, a lens through which the student views and makes sense of experience.

To use another analogy, knowledge provides a road map of sorts which helps the student identify his/her current location and develop ideas about what route to take next. In this step, students begin to learn the real value and power of knowledge as it can inform and direct their work as well as lend them a growing sense of confidence and competence.

Examine academic knowledge which might be applicable to the experiences, focusing on questions such as:

- What course work or reading have I done that is relevant to this experience?
- What principles, theories, skills, or information have I learned elsewhere which relates to this experience?
- How is the experience consistent or inconsistent with my academic knowledge?
- How does my academic knowledge help me to organize, understand, make sense of, or develop hypotheses about this experience?
Step 4: Examining Dissonance

Having examined the experience itself, relevant knowledge, and personal reactions, students are now in position to explore points of dissonance in the situation. Dissonance may be defined as a lack of harmony, consistency, or agreement. Dissonance can exist on a number of levels. Intellectual dissonance might be present as competing theories offer divergent points of view (Step 2) or as conflicting data arise out the concrete experience (Step 1). Students also might experience dissonance between the espoused theories of the profession and their own personal views.

Examine more closely points of discomfort, disagreement, or inconsistency in the experience. As you reflect on points of dissonance in your experience, also explore ways in which this dissonance might be reconciled. At times, however, you will find that dissonance cannot be resolved. Learning to live within ambiguity, conflicting tensions, and paradox is sometimes required.

Focus on such issues as:

- What, if anything, do I feel uncomfortable about in this situation?
- What disagreement is there between what I “should” do and what I “want” to or “must” do?
- What conflict is there between competing “should” in the situation?
- What disagreement is there between my personal views and theories/knowledge of the profession?
- What conflict is there between what I “know” and what I “do”?

Can points of dissonance be reconciled? If so, how? If not, why not?
If this dissonance cannot be reconciled, how can I manage to work effectively within it?
INTEGRATIVE PROCESSING MODEL (CONT.)

Step 5: Articulating Learning

Students often report with excitement that they are learning “so much” from their field experience but when asked specifically what they have learned, they all too often fall silent. This scenario perhaps reflects the fact that, although they might indeed have learned a great deal they have not thought carefully enough about this learning to be able to put it into words.

Step 5, Articulating Learning, requires students to put their learning into words. Using words to explain and describe their learning pushes students to conceptualize that learning. The guiding question in this step of the model is straightforward, “What are the major lessons which I can take from the experience?” The lessons learned may have to do with skills developed, knowledge gained, insights developed into self or others, or deeper understanding acquired of an ethical principle. Students should be encouraged to approach this step of the process with the appreciation that all knowledge is tentative. The articulated lessons are not fixed and immutable; rather, students take these lessons and test them in subsequent experience.

**Remembering that learning is tentative and needs testing, respond to such questions as:**

- What are the major lessons I learned from this experience?
- What did I learn about myself? About others? About the world around me?
- What knowledge, wisdom, or insights did I gain?
- What skills did I acquire?

Step 6: Developing a Plan

The final step, Developing a Plan, is a two-pronged step of the process in that it calls upon students to think through 1) how to proceed in their work and 2) how to proceed in their own learning. Students are now ready to make an informed choice as to how to proceed in their work. As students implement their plans the learning cycle re-enters Step 1, and the process is repeated.

**Consider questions such as:**

- “Where do I go from here both in my work and in my learning?”
- How might I modify my own approach or methods as I encounter similar experiences in the future?
- What alternative directions might I take as I proceed? And what are the likely consequences of each?
- What gaps do I recognize in my knowledge and/or skills and consequently, how will I fill these gaps?

*For more information on how to facilitate preparation and reflection activities, please refer to the related readings on pages 25-29.*
### FREQUENTLY ASKED QUESTIONS

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td><strong>Is Service-Learning Academically Rigorous?</strong></td>
<td>Service-Learning experiences are intended to produce real academic learning. Credit is not given to students for service hours they complete; rather, they are given credit for the class projects that they complete in combination with the service that they do.</td>
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<tr>
<td><strong>Am I Qualified to Implement Service-Learning?</strong></td>
<td>Most faculty members report a steep learning curve with confidence developing rapidly once the strategy is allowed to work. Relinquishing control of the classroom is difficult, but once instructors move themselves from being a &quot;giver of knowledge&quot; to a &quot;facilitator of knowledge,&quot; they often find that students play an active role in learning if provided the appropriate structure.</td>
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<tr>
<td><strong>Can &quot;Intro&quot; Classes Engage in Meaningful Service-Learning?</strong></td>
<td>Participating in service is not new for students since most come to college having participated in service in high school or through church. Students often rise to the occasion. For example, when faced with the challenge of tutoring a younger student, college students often exert extra effort to be able to succeed at the task because it is meaningful. Service-Learning can motivate students to learn, gain higher levels of competence within their discipline, and examine complex social issues.</td>
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<tr>
<td><strong>Do I Have Time to Implement Service-Learning?</strong></td>
<td>As with any new pedagogy, service-learning may take a little more time when you get started. It does not change WHAT faculty teach; it changes HOW they teach. Some classroom activities are substituted; some &quot;seat time&quot; is replaced with action in the community and reflecting on experiences.</td>
</tr>
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<td><strong>Will Service-Learning Strain Students' Already Busy Schedules?</strong></td>
<td>Faculty report that students are willing and able to serve their community. Faculty members should be flexible with parameters they place on service requirements—allowing students to do projects at agencies where they are currently serving—as long as the activities meet the learning objectives of the course curriculum.</td>
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<tr>
<td><strong>Who is Liable if a Student is Injured?</strong></td>
<td>Elon University's general liability policy covers students while they are performing educational duties. This includes internships, field research, and service-</td>
</tr>
<tr>
<td><strong>Should students be allowed to choose their own service site?</strong></td>
<td>This varies with the type of project. The important thing to remember is to verify that the site is a safe and appropriate environment for service-learning.</td>
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<tr>
<td><strong>Should there be a minimum number of hours that students will be expected to serve?</strong></td>
<td>It depends. As a rule of thumb, the more often a student works on the project, the more benefit is derived from the service experience. We recommend 15-25 hours of service per semester.</td>
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Service-Learning Listservs

Campus Compact Listserv
This active listserv is facilitated by Campus Compact. This discussion group is made up of faculty, staff, and students nationwide. www.compact.org/resource/SL-listserv.html

National Service-Learning Clearinghouse "Higher Education" & "K-12" Listservs
This listserv, facilitated by the National Service-Learning Clearinghouse, is made up of faculty, staff, and students nationwide. www.servicelearning.org/resources/listservs_news/index.php

Elon Service-Learning Faculty Listserv:
This listserv is designed specifically for Elon faculty who are actively engaged in service-learning pedagogy. Please send an email to Mary Morrison at mmorrison4@elon.edu to subscribe.

Service-Learning Websites

The Big Dummy's Guide to Service-Learning:
Twenty-seven answers to good questions on faculty, programmatic, student, administrative, and non-profit issues. www.fiu.edu/~time4chg/Library/bigdummy.html

Campus Compact:
A coalition of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service. The only national higher education organization whose primary purpose is to support campus-based public and community service. North Carolina has recently developed a statewide Compact, including both public and private colleges. This website also has a comprehensive list of sample service-learning syllabi, awards for service-learning, etc. www.compact.org

The Civic Mind:
Find civic/community service resources in different categories, such as university-based programs, court-sponsored programs, legal defense funds, educational programs. www.civicmind.com/index

Corporation For National Service:
A government organization which oversees AmeriCorps, Learn & Serve America, and the National Senior Service Corps programs. www.cns.gov

Council of Independent Colleges Projects:
CIC develops and implements major national projects, programs, and special initiatives that engage colleges and universities in reform in wide range of areas. www.cic.edu/projects_service/index.asp

Educators for Community Engagement:
A national organization dedicated to service-learning. Members include faculty and staff, community partners, and students working toward a common goal- increasing the practice of service-learning across the United States. www.e4ce.org
The Higher Education Research Institute at UCLA:
HERI serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. HERI’s research program covers a variety of topics including the outcomes of postsecondary education, leadership development, faculty performance, federal and state policy, and educational equity. www.gseis.ucla.edu/her/heri.html

International Partnership For Service-Learning:
Founded in 1982, this incorporated not-for-profit organization serves colleges, universities, service agencies and related organizations around the world by fostering programs that link community service and academic study. www.ipsl.org

Journal of College and Character:
This journal includes resources and information designed to encourage discussion, research, and educational strategies on character development in college. www.collegevalues.org

Journal of Public Service & Outreach:
A peer-reviewed journal which publishes research articles, essays, commentary, reviews, and information on public service in its broadest interpretation -- reflecting its scope, interdisciplinary nature, and vital role as the third mission of the academy. www.uga.edu/~jpso/index_2.html

Learn, Serve, & Surf:
This website showcases some of the most effective, educationally-sound service-learning resources and tools on the Internet. The purpose of this site is to help service-minded folks like you take advantage of on-line treasures that may greatly enrich (and "futurize") service-oriented projects in your community. www.edb.utexas.edu/servicelearning/index.html

Michigan Journal of Community Service Learning:
An academic journal containing papers written by faculty and service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community. www.umich.edu/~mjcsl/

National Service-Learning Clearinghouse:
Provides information services and technical assistance, as well as help with academic research, program startup, assessment and evaluation, term papers, downloading online documents, or anything else regarding service-learning. www.servicelearning.org

National Society for Experiential Education:
NSEE is a nonprofit membership association of educators, businesses, and community leaders. Founded in 1971, NSEE also serves as a national resource center for the development and improvement of experiential education programs nationwide. NSEE supports the use of learning through experience. www.nsee.org

Service-Learning Articles/Writings:
This site lists current articles and writings about service-learning. www.tufts.edu/as/macc/resources_articles.htm
Related Readings

**Community Service vs. Academic Service-Learning**


**Pedagogy of Academic Service-Learning**


**Outcomes of Service-Learning**


Models of Integrating Service-Learning


Best Practices In Academic Service-Learning


Tips For Establishing Positive Community Connections


RESOURCES (CONT.)

Preparation & Reflection -- Theories, Methods, & Activities


Evaluating & Assessing Service-Learning


“A good college affirms that service to others is a central part of education.” — The Carnegie Foundation, College: The Undergraduate Experience

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