Service-Learning

Faculty Handbook

THE INTERNATIONAL

UNIVERSITY COLLEGE

SERVICE-LEARNING CENTER

GUIDE TO SERVICE-LEARNING

Service-Learning Center
University College
Texas A&M International University

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The **Service-Learning Center** supports the development and implementation of service-learning courses, providing guidance and resources to TAMIU faculty.

At TAMIU, service-learning is defined as an experiential learning pedagogy used in credit-bearing courses that engage students in relevant community service. Service-learning courses support student learning by integrating academic content and service activities. As part of the experience, students create meaningful connections by engaging in structured reflections that encourage academic, personal, and civic growth.

Service-learning provides a unique opportunity for students to learn from the community and enrich their academic knowledge. During their service time, students engage in professional relationships that can help them apply critical thinking skills, expand their problem solving abilities, and develop a professional identity while promoting positive change in the community. This educational setting encourages reflection and integration of skills, interests, and values that will further their career path.

Service-learning helps students develop their personal and interpersonal skills. During the service, students might encounter different ideas and beliefs that expose them to diversity in the community, which prompts understanding and appreciation of differences. By exploring their own values and ideas about the world students learn how to communicate with different people. Oftentimes service is provided in bilingual settings, which enhances students' communication skills. Throughout this process, students collaborate with others, become leaders, gain appreciation of community issues, and develop lifelong learning skills.

Service-learning courses prepare students for lives of active citizenship. Working with the community provides knowledge of volunteer opportunities and helps students see the value of engaging in community service. By participating in the community, students begin to understand the complexity of issues in our region, encouraging them to take responsibility for their own learning. Service-learning students have explored economic inequality, access to education, healthy living, and sustainability concerns through academic and civic concepts. Providing TAMIU students with civic knowledge empowers them to be agents of change!

Service-Learning Center Support

Service-learning is a demanding pedagogy for both teachers and learners. Faculty members decide to teach a service-learning course not because it is easy, but because they value the transformation it brings to their teaching. Implementing service-learning for the first time requires instructors to be flexible with the syllabus and allow for the unexpected. Our staff is here to provide support as you develop and teach a service-learning courses. We provide faculty development workshops and offer consultations during the academic year.

Service-Learning Center can help you with:

- Recommending community organizations for partnership with your class and communicating with them through the semester
- Providing feedback and ideas on integrating service-learning into an existing or new course (reviewing syllabi, recommending readings, providing sample reflection assignments and assessments of learning)
- Facilitating the logistics of student placements, including:
    - Visiting your class to introduce service-learning, explaining requirements to students, and processing required forms
    - Inviting community partners to (and facilitating) a presentation of service-learning opportunities in your class at the beginning of the semester
    - Monitoring students' hours in the online system throughout the semester via *SignUp* and reporting hours to course instructor
    - Responding to any issues or concerns that arise from students and community partners
    - Providing reports of the Service-Learning Evaluation results at the end of the semester.

Service-learning staff loves to sit in on class discussions and presentations about service-learning. Let us know if we can come too!

Just a note - Service-Learning Center has a comprehensive collection of service-learning books and journals on campus that you can explore!

This guide to Service-Learning provides an introduction to the pedagogy and important information to get started with your course. Please contact Service-Learning Center at servicelearning@tamiu.edu, (956) 326-3135, or visit Senator Judith Zaffirini Student Success Center 223 for more information.

FOUR MYTHS ABOUT ACADEMIC SERVICE-LEARNING

To clarify the conceptualization of 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. [1]

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 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 and civic learning.

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. New service-learning internships are on the rise, specifically developed to engage students in civic and personal development.

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, 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. In our experience with service-learning courses, students make meaningful connections when they are guided through reflections. The service experience alone can be confusing and overwhelming; therefore, students need guidance from faculty to make meaningful learning connections.

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 pedagogical tool, the community experience must be considered in the context of, and integrated with, the other planned learning strategies and resources in the course. This includes changing the syllabi for activities and assessment related to the service, and providing clear expectations for students and community partners about learning goals and service objectives.

The following 10 principles were created to fully understand and integrate service-learning into coursework to have a successful service-learning experience faculty must adhere to each of these 10 principles equally[2].

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,) 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 a traditional course, but also learn from unstructured community experiences, and merge that learning with other course resources.

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. 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. To sort learning objectives 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.

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. Four criteria are recommended 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 service 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 understanding 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 (e.g. Tutoring at risk children).

Principle 5: Provide Educationally Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Objectives
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. Learning strategies must be employed to support learning from service experiences and enable their use toward meeting course learning objectives. Learning interventions that promote critical reflection, analysis, and application of service experiences enable learning. To be sure 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, journal, and paper assignments that support analysis of the service experience. Clarity about course learning objectives helps identify 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 merging it with other academic and civic course learning strategies. Without sufficient support, even an exemplary reflection journal assignment will yield uneven responses. Faculty can provide:

1) Reflection opportunities for students to connect their service to course content (e.g., identifying key concepts students can observe in the field and elaborate in class discussion).

2) Examples of how to successfully complete assignments (e.g., making past exemplary student papers and reflection journals available to current students to peruse).

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

Classrooms and communities provide different learning contexts where students might assume different learning roles. Generally, classrooms provide a high level of teacher direction, where students become passive learners. In contrast, service communities usually provide a low level of teaching direction that allows students to become active learners. Alternating between being a passive learner in the classroom and an active learner in the community may challenge and even impede student learning. The solution is to shape the learning environments so that students assume similar 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.

Principle 8: Rethink the Faculty Instructional Role

This principle advocates that service-learning instructors rethink their roles to be compatible with an active student role. This means that

faculty should move away from the idea that teaching is transmission of knowledge and move towards a mixed pedagogy that includes learning through facilitation and guidance. Although it may be difficult to move from a traditional teaching style to an active learning setting, service-learning faculty find it rewarding to see their students grow. With this pedagogy, faculty allow students to bring their own strengths and ideas to enhance their own learning. Service-learning is considered a counter-normative pedagogy, because it moves from the traditional classroom instruction. By switching your role in the classroom, you can create opportunities for dialogue and the creation of knowledge.

Principle 9: Be Prepared for Variation in Student Learning Outcomes
For 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 reading) are constant for all enrolled students. 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. Even when service-learning students are exposed to the same presentations and 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. You should be prepared for greater heterogeneity in student learning outcomes as part of your service-learning experience.

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. Civic learning happens when we explore the connection between academic knowledge and experiences that provide insight into

extensive and complex societal and political issues. Designing classroom norms and learning strategies that not only enhance academic learning, but also encourage civic learning are essential to promote civic responsibility. Through a service-learning course the readings, discussion, research, lectures, and community experiences should help students understand how the purchase of morning coffee makes us all an interdependent part of the global community. Learning about the different local organizations that serve an array of needs is not enough. We need to think about ways to enact positive change for the greater good. "In other words, being an engaged citizen involves more than 'thinking globally and acting locally;' it means deliberately applying our academic knowledge and skills to positively transform ourselves, others, and organizations" (Cress, Collier, Reitenauer, and Associates, 2013, p. 15). Service-learning prepares students to use their academic talents to benefit the community and encourages them to develop tolerance, acceptance to diversity, and be proactive to improve the world.

Is service-learning the same thing as community service or an internship?
No, Service-learning is different from:

Volunteerism
> …where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient. Service-learning aims to be reciprocal by allowing all participants to be teachers and learners, and for all to serve and be served (Sigmon, 1979).
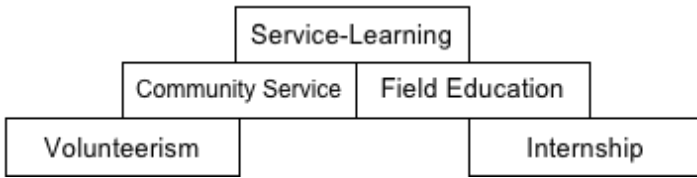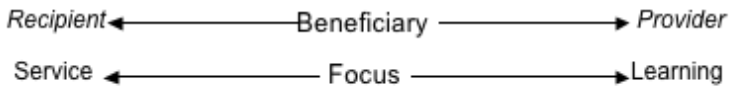
Community Service
> …where the primary focus [is] on the service being provided as well as the benefits the service activities have on the recipients. The students receive some benefits by learning more about how their service makes a difference without a learning agenda for the students. Service-learning clearly outlines the learning goals for the service.

Internships
> …[that] engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study without civic learning. Service-learning includes a focus on civic responsibility.

Field Education
> …[that] provides students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service as a part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided. The service-learning framework promotes civic goals, which are often missing in field education.

Recipient ← Beneficiary → Provider

Service ← Focus → Learning

	Service-Learning		
Community Service		Field Education	
Volunteerism			Internship

A key difference between service-learning and other work, is the reflection piece that ties the service to the course content. Critical reflection creates meaningful learning with academic material and civic responsibility.

What are the benefits of service-learning courses?
For **students, service-learning:**
- Increases understanding of the topics covered in the class
- Develops critical thinking and problem-solving skills
- Encourages exploration and clarification of values and beliefs about the world, and provides opportunities to act on them
- Fosters a greater understanding and appreciation of diverse cultures and communities
- Develops understanding of social issues facing communities
- Provides valuable work experience (and can even lead to an internship or a job)
- Develops and/or enhances important skills, especially in communication, collaboration, and leadership
- Encourages reflection on how to integrate skills, interests, and values in a career path
- Instills an appreciation of the skills needed for lifelong learning and civic participation.

For **faculty, service-learning:**
- Encourages more interactive teaching methods and reciprocal learning between students and faculty
- Adds new insights and dimensions to class discussions
- Develops students' civic and leadership skills
- Fosters relationships between faculty and Laredo community-based organizations that can open opportunities for other collaborative work
- Provides firsthand knowledge of community issues and opportunities to become more socially active
- Leads to new avenues for research and publication
- Provides networking opportunities with engaged faculty in other disciplines
- Expands research and writing skills in the service-learning field.

Participating in service-learning can also benefit **community partners** by:
- Providing additional human resources needed to achieve goals
- Bringing fresh energy, enthusiasm, and new perspectives to the organization's work
- Enhancing future volunteer recruitment as service-learners share their experiences with friends and classmates
- Increasing public awareness about issues the organization focueses on
- Offering an opportunity to challenge students' perceptions and educate them about community issues
- Helping prepare today's students to be tomorrow's civic leaders
- Helping their organizations identify and access other University resources and build relationships with faculty, students, and staff.

How can I begin planning my service-learning course?
Integrating service-learning into your courses requires careful thought and planning ahead of time, and consistent attention throughout the semester. Remember that service-learning is an integration to your course not an addition. Keep the following in mind as you design a service-learning course:

What organizations can my students work with?
Service-Learning Center has active partnerships with several nonprofit organizations and public agencies in the area, and can help you select sites that offer student experiences that match your learning objectives and your service-learning model. To learn more about these community partners, please contact Service-Learning Center.

Do students have to complete forms in order to participate in the service-learning project?
Students only need to complete forms when the community partner requires them. For example, The Boys & Girls Clubs of Laredo require any volunteer to complete a background check. We can help you with the logistics of any forms required by your community partner.

How can I help students connect their work in the community with my course content?
One of the service-learning principles is that learning requires more than experience; student involvement in the community does not automatically yield learning. Harvesting academic and/or civic learning from a community service experience requires purposeful and intentional efforts. This process is often referred to as "reflection" in the service-learning literature. The Service-Learning Center uses the DEAL model for Critical Reflection (pg. 29). Think about how you will structure the reflection assignments and activities to help your students make the connection between their community and classroom learning experiences.

Does service-learning work in lower-level courses with younger students?
Students at any level can have successful and rich service-learning experiences. The key is to select service-learning placements where students are given levels of responsibility that are appropriate to their

skill levels. Remember that reflection connects students' service to course content. Even with young students, reflections should be an ongoing class activity.

Does service-learning work with large courses?
Service-Learning Center has supported service-learning courses ranging from 15 to 200 students. The key to success is making sure students understand the service-learning component. Logistics can be more complicated in larger courses, but the Service-Learning Center staff can help track students' hours throughout the semester and provide reports to instructor as needed. For large courses, it is important to provide students with various dates to perform their service.

What are potential barriers to service-learning?
When reflecting on their service-learning experiences, faculty have identified the following potential barriers.

Students may:
- Find it hard to make time for community work or match their schedules to the organization's, given the demands of school, the need to work, family responsibilities, etc.
- Lack convenient transportation options to get to the community organization
- Be hesitant about traveling to unfamiliar neighborhoods and/or working with people they've never had experience interacting with
- Experience uncertainty about what's expected of them – in class and/or at the community organization – and reluctance to ask for clarification, direction, or guidance
- Have difficulty making connections between the community experience and the course content.

Faculty may:
- Encounter questions from students that may be hard to answer
- Find it difficult to allow time and space in the course curriculum for consideration of unexpected learning that occurs in the community (service-learning often requires flexibility and a willingness to adapt the course as it progresses in response to students' community learning experiences)
- Be reluctant to change and/or cut down on readings or other assignments and/or revise course learning objectives to accommodate service-learning (which can lead to treating service-learning like an add-on and not an integral part of the course)
- Feel unsure about how to assess students' learning
- Worry that there will be no professional reward or recognition for teaching with service-learning, which others may view as "soft," non-rigorous, or non-academic, and not as valuable as research.

Community partners may:
- Be reluctant to take on students with such a limited time commitment, or to offer them meaningful work opportunities (they need to balance their investment of time and energy with the likely return, and consider whether short-term volunteers could actually do more harm than good)
- Experience challenges recruiting service-learners due to location, schedule, and transportation issues
- Have difficulty matching students' and instructors' hopes/ expectations for students' experiences with the work the community needs done
- Find it difficult to allot staff time for training and supervising students and engaging them in reflection
- Feel hesitant about engaging in a partnership with the University because of past experiences of being "used" by researchers.

Service-learning staff can help you develop strategies for minimizing these barriers up front, and will work to resolve any difficulties that arise throughout your course. If students approach you with concerns about their organizations, you should work to address the situation as quickly as possible, either by communicating directly with the student's supervisor at the organization or by letting Service-Learning Center staff know about the situation so we can follow up. Because a semester goes by so quickly, it's imperative that any issues be resolved promptly –this will help students maintain a positive attitude about their service-learning assignment and the course in general.

Do students have time to do service-learning?
TAMIU students are juggling classes, work, family, and other activities, and it can be difficult to fit in a service-learning requirement. However, we have found that most students are able to fit 2-3 hours per week typically required in a service-learning class. Your service-learning activity can be planned with different scheduling options so students can select the best time for them. If a student seems to have extraordinarily challenging circumstances, Service-Learning Center staff can help you think about alternative assignments.
Remember: Service-learning is not an add-on to the class; when incorporating service-learning into a course, be sure to adjust the workload of readings and other assignments in recognition of the time students will be working in the community.

How many hours of service should student perform?
The Corporation for National and Community Service suggests that students complete 20 hours of service to achieve an exemplary service-learning experience. However, TAMIU has non-traditional students who juggle work, family, and school. Therefore, the Service-Learning Center recommends that students in service-learning commit at least 10 hours during the semester to service-learning work. This ensures that organizations benefit from students' service and provides enough time to fulfill required learning objectives.

How can I be sure my students complete their service?
The Service-Learning Center staff can work with you to keep track of your students' hours. We manage an online system, VolunteerSpot, which allows students to register for the service activities according to their schedule. Service-Learning Center can help you keep track of sign-in sheets and communicate with your community partner to track students' activities. For more information, please contact the Service-Learning Center staff.

How should I grade students on their service-learning?
Just as students' grades are based not on whether they've done the readings, but rather on how well they demonstrate what they learned from the readings on assignments like exams and papers, your service-learning class should include assignments that require students to articulate what they've learned from their community work. Reflections should connect with other course texts, lectures, and discussions. These assignments are a key aspect of service-learning that sets it apart form other type of volunteer work.

How do I make sure service-learning is well integrated into my class?
Reflection assignments are the most effective way to integrate service-learning into your course because they help students make connections between their community work and the course content. Remember the importance of making sure that service-learning doesn't appear to be an "add-on" to the course-it should be clearly woven into your curriculum through critical reflection. The Service-Learning Center recommends the DEAL Model for critical reflection (pg. 29).

What if something happens to a student, or if their actions cause damages to someone else?
TAMIU's Risk Management Office does not require any form for students participating in activities outside of campus as long the activity is part of a course assignment. If an event occurs, the Service-Learning Center with the Risk Management Office can help resolve the situation.

What is the Service-Learning Expo?
At the Expo students can showcase their work and be recognized for their effort. Service-Learning Center hosts an Expo during the Fall (November) and the Spring (April) semesters. Your students can register individually or in teams and present their work to the TAMIU community. All community partners, TAMIU faculty and students are invited to explore the work of service-learning students. This is a great opportunity for others to learn how service-learning courses are impacting TAMIU students and the community.

SERVICE-LEARNING CAN HELP ACHIEVE
STUDENT LEARNING OUTCOMES

Service-Learning Center has identified student development outcomes that can be achieved during the service-learning educational experience.

Student Development Outcomes
TAMIU students will demonstrate:
• Personal Responsibility
  º Students develop valuable skills that will enhance and strengthen their capacity to be leaders as they work with community organizations.
  º Students are able to identify their own culturally influenced feelings and beliefs.
  º Students feel worthwhile, confident, and competent.
  º Students learn to adapt to changes and to tolerate ambiguity.
  º Students clarify their values and gain insight into moral or ethical issues or dilemmas.

• Social Responsibility
  º Students believe they have the personal capacity to make a difference and contribute positively to society.
  º Students' value working with a group to accomplish a task and believe a group can often accomplish more than an individual.
  º Students believe that members of society are interdependent and have an obligation to work with others to strive for the well being of all people in all circumstances and for sustaining the earth's living systems.

• Communication
  º Students gain experience behaving assertively by developing their ability to be honest and direct while expressing their own thoughts, feelings, and interests to others.
  º Students will develop verbal and non-verbal delivery through their service-learning Expo presentations.
  º Students will communicate in a professional manner as they engage with community partners.

- Teamwork
    - º Students gain experience organizing various people or organizations around a common set of goals.
    - º Students are comfortable and competent in a variety of social situations.
    - º Students respect, appreciate, and seek out opportunities to engage in cross-cultural situations.
    - º Students gain the ability to interact and work cooperatively with familial and non-familial adults and effectively seek advice and learn from people of all ages.

- Critical Thinking
    - º Students are willing to take risks; they are open to new ideas and processes and willing to develop and implement them.
    - º Students will critically reflect on their service experience through assignments connecting course content and service.
    - º Through critical reflection, students can demonstrate the understanding of complex issues that affect our society and will be able to formulate informed opinions and conclusions.

SIX MODELS FOR INTEGRATING SERVICE-LEARNING INTO THE CURRICULUM

Author and educator Kerrissa Heffernan has outlined six different models for faculty to consider when developing service-learning into their discipline. The following is adapted from her *Fundamentals of Service-Learning Course Construction* (Providence: Campus Compact, 2001: 2-7, 9).

1. Discipline-Based Service-Learning Model
In this model, students are expected to have a presence in the community throughout the semester (e.g., through weekly service) and reflect on their experiences on a regular basis, using course content as a basis for their analysis and understanding. The link between course content and community experience must be made very clear to students. With this model, the students' education becomes multifaceted and their overall understanding of theoretical concepts improves. (Most common model for service-learning at TAMIU.)

2. Problem-Based Service-Learning Model
With this approach, students relate to the community much as "consultants" working for a "client." Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem. For example, architecture students might design a park, business students might develop a web site, and botany students might identify non-native plants and suggest eradication methods. One benefit of this model is that it can alleviate some of the logistical difficulties posed by requiring students to make a weekly commitment. A potential drawback of this approach, though, is that promoting the idea of students as "experts" and communities as "clients" can re-emphasize the disparities between Universities and communities and re-instill the "ivory tower" phenomenon. We recommend this model for upper division and graduate courses.

3. Capstone Course Model

These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. The goal of capstone courses is usually to encourage students either to explore a new topic or synthesize their understanding of their discipline. These courses offer an excellent way to help students transition from the world of theory to the world of practice and to prepare to apply their knowledge in their chosen career path.

4. Service Internship Model

This approach is more intensive than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have ongoing, faculty-guided reflection to challenge the students to analyze their new experiences using discipline-based theories. Service internships focus on reciprocity – the idea that the community and the student benefit equally from the experience – but the level of oversight required by a community partner supervisor can be highly demanding. For students, service internships offer the opportunity to develop valuable skills while simultaneously seeing how their skills can benefit the community.

5. Undergraduate Community-Based Action Research Model

Community-based action research is similar to an independent study option for students who are highly experienced in community work. This approach can be highly effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities. This model assumes that students

are competent in time management, are self-directed learners, and can work well with diverse communities. These assumptions can become problematic and students' failures can impact the community.

6. Directed Study Additional/Extra Credit Model
Students can register for up to three additional credits in a course by making special arrangements with the instructor to complete additional assignments and explore a subject in more depth through a community-based learning experience. The course instructor serves as the advisor for the directed study option. The department must approve the extra credit and the student must formally register for those additional credits during the drop-add period at the beginning of the semester. This model also overlaps with the others as the service-learning students reflect on their service as part of their ongoing or defined project. This option works particularly well with self-directed and motivated students. Note: Not currently offered at TAMIU; please contact Service-Learning Center if interested.

WHICH MODEL IS MOST APPROPRIATE FOR YOU?

1. Consider connections between your course objectives and your department's objectives. How does your course fit into the overall curriculum, and what important outcomes can you help students achieve through their service-learning experience in your course?

2. Consider connections between the institutional mission and the community's expectations. How can your course strengthen the relationship between TAMIU and the community by connecting the community to our students? How can the service-learning experience enhance the quality of the education your students are receiving?

3. Consider your teaching and learning goals and the potential expectations of your students. What is your students' level of knowledge, skills, and preparation for community work? What new skills do you want them to gain?

> **"We had the experience but missed the meaning"**
> Eliot, T. S. (1943) *The Four Quartets*

Reflection is necessary to ensure a successful service-learning experience. It allows students to make sense of what they are doing and learn from it. The complete reflection process is never-ending: it stays with students during every step of their journey and assists them in searching through the basic questions of: what, so what, and now what?

Without deliberate and guided reflection, students may not learn from their experiences – in fact, they might even reinforce existing prejudices. Connected reflection is essentially the component that links the "service" the students are doing at their community organizations with the structured "learning" they are working through in the classroom. Without structured reflection, students may fail to make the connection between the course content and its relationship to the service work.

Reflection leads to understanding, which in turn leads to more informed action. Critical reflection leads to awareness of social problems and to the quest for better solutions.

Various methods and tools are available to conduct reflection. Whatever the form of reflection, it is important to start integrating thinking about the experience early in the semester to help students understand the process and its connection to the service-learning experience.

CRITICAL REFLECTION ASSIGNMENTS INCLUDE:

Small-Group Work
Class Discussions
Group Problem Solving
Reflective Essays
Artistic Projects
Case Studies
Agency Analysis Papers
Portfolios

Histories
Ethnographies
Electronic Discussion Groups
Products Created for Organizations
Presentations to Community Organizations
Multimedia Class Presentations
Problem-Solving Papers
Theory Application Papers
Journals (Personal; Guided;
     Key-Phrase; Dialogue)

Service-Learning Center uses the DEAL Model for Critical Reflection: Describe, Examine, and Articulate Learning

Service-Learning DEAL Model for Critical Reflection

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Help your students reflect critically on their field experiences, go through the sequence of DEAL!

Describe field experience objectively
- What?
- When?
- How?
- Who?
- Where?

D
DESCRIBE

Examine the experience through the lenses of the various learning objectives:
- Prompts related to course content
- Prompts related to citizenship and change
- Prompts related to personal growth

E
EXAMINE

Articulate learning (academic, civic, and/or personal growth) generated through examination of experience:
- What did I learn?
- How did I learn it?
- Why does this learning matter?
- What will I do in light of this learning?

AL
ARTICULATE LEARNING

Assess quality of learning using DEAL Model Rubrics.

The DEAL model was developed by Dr. Patti H. Clayton, PHC Ventures, in collaboration with student and faculty colleagues.
For additional information see: Ash & Clayton (2009) https://www.missouriwestern.edu/appliedlearning/journal/

IMPORTANT REMINDERS ABOUT TEACHING WITH SERVICE-LEARNING

SERVICE-LEARNING COURSES MUST INCLUDE THESE ELEMENTS:

- Students must provide a meaningful and needed service to the community – a service identified and asked for by the community. A minimum of 10 hours of service is preferred in order provide meaningful service.
- Relationships between the TAMIU and the community site must strive to be a reciprocal partnership.
- Connections between the course objectives and service activities must be clearly conceptualized and articulated.
- Faculty must guide students in understanding how their work in the community is relevant to the course objectives.
- Faculty must provide opportunities for students to reflect upon their experiences in a variety of media.

TO SUCCESSFULLY PREPARE STUDENTS, SERVICE-LEARNING SYLLABI MUST:

- Include service-learning definition provided by Service-Learning Center
- Link learning goals with civic, personal, and academic goals
- Clearly explain service-learning requirement (e.g. Students will provide 10 hours of tutoring at Communities in Schools throughout the semester)
- Include at least one assessment product linked to service-learning (e.g. 5% reflection journal).

Please encourage your students to participate in the Service-Learning Expo to recognize their work. In addition, encourage them to complete the Service-Learning Evaluation to help us improve the Service-Learning Program.

SERVICE-LEARNING RESOURCES

The following service-learning books are available at the Service-Learning Center Library located in Senator Judith Zaffirini Student Center 223:

Adler-Kassner, L., Crooks, R., & Watters, A. (1997). *Writing the community: Concepts and models for service-learning in composition.* Stylus Publishing, LLC..

Battistoni, R. M., & Hudson, W. E. (1997). *Experiencing citizenship: Concepts and models for service-learning in political science* (Vol. 2). Stylus Publishing, LLC..

Beere, C. A., Votruba, J. C., & Wells, G. W. (2011). *Becoming an engaged campus: A practical guide for institutionalizing public engagement.* John Wiley & Sons.

Billig, S., & Furco, A. (Eds.). (2002). *Service-learning through a multidisciplinary lens* (Vol. 2). IAP.

Bowdon, A. M., Billig, H. S., & Holland, A. B. (2008). *Scholarship for sustaining service-learning and civic engagement.* (Vol. 8). IAP.

Bringle, R. G., Hatcher, J. A., & Jones, S. G. (Eds.). (2011). *International service learning: Conceptual frameworks and research*. Stylus Publishing, LLC..

Bringle, R. G., Phillips, M. A., & Hudson, M. (2004). *The measure of service learning: Research scales to assess student experiences*. Washington, DC: American Psychological Association.

Bringle, R.G., & Duffy D.K. (Eds.). (2006). *With service in mind: Concepts and models for service learning in psychology*. Sterling, VA: Stylus.

Brubaker, D.C., & Ostroff, J.H. (Eds.). (2006). *Life, learning, and community: Concepts and models for service learning in biology*. Sterling, VA: Stylus.

Bryant, J. A., Schonemann, N., & Karpa, D. (2011). *Integrating service-learning into the university classroom*. Jones & Bartlett Learning.

Casey, M. K., Davidson, G., Billig, H. S., (2006). *Advancing knowledge in service-learning: Research to transform the field*. IAP.

Clayton, P. H., Bringle, R. G., & Hatcher, J. A. (2013). *Research on service learning: Conceptual frame works and assessment: Students and faculty*. (Vol. 2A). Sterling, VA: Stylus.

Clayton, P. H., Bringle, R. G., & Hatcher, J. A. (2013). *Research on service learning: Conceptual frame works and assessment: Communities, institutions, and partnerships*. (Vol. 2B). Sterling, VA: Stylus.

Colby, A., Beaumont, E., & Ehrlich, T. (2007). *Educating for democracy: Preparing undergraduates for responsible political engagement*. (Vol. 19). San Francisco: Jossey-Bass.

Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. John Wiley & Sons.

Coles, R. (1989). *The call of stories: Teaching and the moral imagination*. Boston: Houghton Mifflin.

Cress, M. C., Collier, J. P., & Reitenauer, L. V. (2005). *Learning through serving: A student guidebook for service-learning across the disciplines*. Stylus Publishing, LLC..

Dewey, J. (1997). *How we think*. Courier Corporation.

Dewey, J. (1998). *Experience and education*. Kappa Delta Pi.

Dewey, J. (2004). *Democracy and education*. Courier Corporation.

Droge, D., & Murphy, B. O. (Eds.). (2006). *Voices of strong democracy: Concepts and models for service-learning in communication studies*. Sterling, VA: Stylus.

Erickson, J.A., & Anderson, J.B. (Eds.). (2005). *Learning with the community: Concepts and models for service-learning in teacher education*. Sterling, VA: Stylus.

Eyler, J., & Billig, S. (2003). *Deconstructing service-learning: Research exploring context, participation, and impact*. Greenwich, Conn: Information Age Publishing.

Eyler, J., & Giles, D. F. (1999). *Where's the learning for service-learning?* San Francisco, CA: Jossey- Bass.

Freiere, P. (2007). *Pedagogy of the oppressed* (30th anniversary edition). Bloomsbury Publishing USA.

Freire, P. (2014). *Pedagogy of hope: Reliving pedagogy of the oppressed*. Bloomsbury Publishing.

Freire, P., & Freire, A. M. A. (1998). *Pedagogy of the heart*. Bloomsbury Publishing USA.

Furco, A., & Billig, H. S. (2006). *New perspectives in service learning: Research to advance the field. (Advances in service-learning research)*. IAP.

Furco, A., & Billig, S. (Eds.). (2002). *Service-learning: The essence of the pedagogy* (Vol. 1). IAP.

Gelmon, B. S., & Billig, H.S. (Eds.). (2007). *Service-learning: From passion to objectivity-International and cross-disciplinary perspectives on service-learning research (Advances in service-learning research)*. IAP.

Glenn, A. (2007). *Reflection methods and activities for service learning: A student manual and work book.*

Hamner, D.M. (2002). *Building Bridges: the Allyn & Bacon student guide to service learning.* Boston, MA: Allyn & Bacon.

Harkavy, I., & Donovan, B.M. (Eds.). (2005). *Connecting past and present: Concepts and models for service-learning in history.* Sterling, VA: Stylus.

Hatcher, J. A., & Bringle, R. G. (2012). *Understanding Service-learning and Community Engagement: Crossing Boundaries Through Research*. IAP.

Hooks, B. (2003). *Teaching community: A pedagogy of hope* (Vol. 36). Psychology Press.

Hooks, B. (2014). *Teaching to transgress.* Routledge.

Horton, M., Freire, P., Bell, B., & Gaventa, J. (1990). *We make the road by walking: Conversations on education and social change.* Temple University Press.

Jacoby, B. (2003). *Building partnerships for service-learning.* San Francisco, CA: Jossey-Bass.

Jacoby, B. (2014). *Service-learning essentials: Questions, answers, and lessons learned.* San Francisco, CA: Jossey-Bass.

Jacoby, B., & Ehrlich, T. (2009). *Civic engagement in higher education: Concepts and practices.* San Francisco, CA: Jossey-Bass.

Jagla, V. (2013). *Transforming teacher education through service-learning.* Charlotte, N.C: Information Age Pub.

Keith, N. Z. (2015). *Engaging in social partnerships: Democratic practices for campus-community partnerships.* Routledge.

Keshen, J., Holland, B. A., & Moely, B. E. (2010). *Research for What?: Making Engaged Scholarship Matter.* IAP.

LaBare, M.J. (Ed.). (2008). *First year civic engagement: Sound foundations for college, citizenship and democracy.* Columbia, SC: University of South Carolina.

McDonald, T., Eisman, S. G., & Corrigan, A. R.(2011). *Social responsibility and sustainability: Multidisciplinary perspectives through service learning. (Service Learning for Civic Engagement Series)* T. McDonald (Ed.). Stylus Publishing, LLC..

McIlrath, L., Lyons A., & Munk, R. (2012). *Higher education and civic engagement: Comparative perspectives.* Palgrave Macmillan.

Moely, B. E., Billig, S., & Holland, B. A. (2009). *Creating our identities in service-learning and community engagement*. IAP.

Norbeck, J.S., Connolly C., & Koerner, J. (Eds.). (2008). *Caring and community: Concepts and models for service-learning in nursing.* Sterling, VA: Stylus.

Ostrow, J., Hesser, G., & Enos, S. (Eds.). (2005). *Cultivating the sociological imagination: Concepts and models for service-learning in sociology.* Sterling, VA: Stylus.

Papa, M. J., Singhal, A., & Papa, W. H. (2006). *Organizing for social change: A dialectic journey of theory and praxis.* Sage.

Rama, D. V. (Ed.). (2007). *Learning by doing: Concepts and models for service-learning in accounting.* Sterling, VA: Stylus.

Root, S., Callahan, J., & Billig, H. S. (2005). *Improving service-learning practice: Research on models to enhance impacts. (Advances in Service-Learning Research)*. IAP.

Saltmarsh, J. A., & Zlotkowski, E. A. (2011). *Higher education and democracy: Essays on service-learning and civic engagement.* Philadelphia: Temple University Press.

Saltmarsh, J., & Hartley, M. (Eds.). (2011). *"To serve a larger purpose": Engagement for democracy and the transformation of higher education*. Temple University Press.

Sandmann, L. R., Thornton, C. H., & Jaeger, A. J. (2009). Institutionalizing community engagement in higher education: the first wave of Carnegie classified institution. *New directions for higher education*.

Schoenfeld, R. M. (2004). *Service-learning: Guide & journal higher education edition.* Guide & Journal Publications.

Schon, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions.* Jossey-Bass.

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Shor, I. (1987). *Freire for the classroom: A sourcebook for liberatory teaching.* Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801.

Stewart, T., & Webster, N. (2010). *Problematizing service-learning: Critical reflections for development and action*. IAP.

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Sumka, S., Porter, M. C., & Piacitelli, J. (2015). *Working side by side: Creating alternative breaks as catalysts for global learning, student leadership, and social change*. Stylus Publishing, LLC.

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Ward, H. (Ed.). (2006). *Acting locally: Concepts and models for service-learning in environmental studies*. Sterling, VA: Stylus.

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