

University of Michigan-Flint

# Service- Learning Manual

*for Faculty*

University Outreach  
November 2013







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# Welcome

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Dear Faculty Colleagues,

Thank you for your interest in service-learning and your commitment to student success!

The University of Michigan-Flint embraces experiential learning pedagogies because practice and evidence-based research have shown that giving students real-world experience with academic concepts is critical for students' success as learners, future professionals and thoughtful members of the broader community.

The UM-Flint mission speaks to our institutional commitment to community engagement, and our campus is currently one of only 311 colleges and universities in the nation to receive the prestigious Carnegie Classification for Community Engagement, in part due to a long history of offering service-learning courses across the disciplines. Our university strategic plan calls for all academic programs to be infused with experiential learning and for 100% of our student body to have experiential learning courses by 2016.

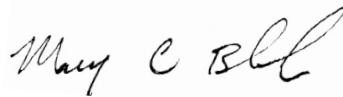
In support of that vision, the Office of University Outreach developed this manual as a resource for faculty members who are developing a service-learning course for the first time or are refreshing an existing service-learning course. The recommendations contained herein are based on lessons learned from academic literature and many years of facilitating successful service-learning courses. Applying these recommendations to your course will help to ensure that the service-learning experience is rewarding and well-organized for you, your students, and partnering community organizations.

University Outreach works to facilitate learning and engagement through thoughtful collaboration and partnerships with campus and community. The following pages provide more information on how to tap into the human and institutional resources provided by our office. If you have questions at any time, please don't hesitate to contact us.

Sincerely,



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# Introduction to Service-Learning

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Let's start with a couple of key definitions:


- “Experiential learning occurs when students are placed in a situation where they think and interact, learn in and from a real-world environment. While traditional teaching and learning is typically teacher-directed, content-driven, text-oriented and classroom-based, experiential learning involves active participation of the student in planning, development and execution of learning activities, is shaped by the problems and pressures arising from the real-world situation and occurs most effectively outside the classroom.” (Source: Cornell University, <http://cals.cornell.edu/cals/teaching/elr>)
- “Service-learning is a type of experiential learning that is mutually beneficial by design, allowing students to apply their learning outside of the classroom while genuinely addressing community issues. It is a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) 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 personal values and civic responsibility.” (Bringle, et al., 2006)

According to the American Association of Colleges & Universities (AAC&U), service-learning is a community-based form of experiential learning that is a High-Impact Educational Practice (<http://www.aacu.org/leap/hip.cfm>) and increases “rates of student retention and student engagement”.

We want your service-learning experience to be as professionally and personally rewarding for you as for your students and the community partners in your course! Faculty members who teach service-learning courses often report that they find their courses more interesting to teach, their courses help fulfill their desire to make a difference in the Flint-area community, and the service-learning approach makes course material come alive for students. Faculty members also report that service-learning requires more advance planning and adaptability than traditional courses, because there are more people working in concert to make the course engaging and relevant to both students and the community.

The Office of University Outreach offers course design consultations and implementation support for service-learning and other experiential learning courses that are signed up for the UM-Flint Civic Engagement Course Indicator. The indicator helps students find community-engaged courses in SIS, counts courses for institutional reporting about UM-Flint community engagement, and makes faculty members visible for awards, grants, and other special opportunities related to community engagement. (For more information on the Civic Engagement Course Support Program and the Civic Engagement Course Indicator, please see <http://www.umflint.edu/outreach/faculty/faculty.page>.)

To help make your service-learning experience go smoothly, this manual complements these



course-related services by providing a comprehensive overview of service-learning course design and important logistical considerations for ongoing reference. Also, we recognize that some faculty may wish to bring their own community connections into their courses and therefore may not wish to seek additional course support from University Outreach. For those faculty members, this manual can be used as a guide for planning and implementing service-learning courses.

An exciting opportunity to keep in mind as you plan your service-learning course is the opportunity to add to your publication list. A growing trend in higher education is the expanding body of literature about the process and findings of service-learning as part of the scholarship of engagement. In his groundbreaking book *Scholarship Reconsidered*, Ernest Boyer, former President of the Carnegie Foundation for the Advancement of Teaching, established that the scholarship of engagement connects the scholarship of discovery, integration, application and/or teaching to the understanding and solving of pressing social, civic, and ethical problems (1990). Faculty members are encouraged to link academic courses with research agendas, where appropriate, in order to maximize community impacts and return on investment for community-engaged teaching and research. University Outreach offers campus-wide workshops and one-on-one consultations for faculty members who are interested in exploring how to link courses and research projects. For more information, please stay tuned to the University Outreach website and campus emails.

The Service-Learning Action Plan checklist on the following page provides an overview of the steps to develop and implement a service-learning class. Then, the proceeding eight brief (2-5 page) chapters provide more detailed information on the steps and best practises. The Appendix, beginning on page 39, comprises the bulk of this manual and provides supporting tools and resources. The supporting documents are referenced throughout the manual for your convenience.

Read on to develop a service-learning experience that will be transformative for your students and the community!

# Service-Learning Action Plan Checklist

Two months  
before semester

Beginning  
and during

End of  
semester

## Planning

- Read your Service-Learning Action Manual
- Review the Civic Engagement Course Indicator Criteria
- Schedule a Civic Engagement course consultation with University Outreach
- Meet with University Outreach and community partner(s)
  - Determine plan for ongoing communication
  - Visit community partner project site, if possible
  - Determine course goals and objectives
  - Develop partnership agreements
  - Determine appropriate Service-Learning structure
  - Plan reflection activities
  - Plan evaluation/assessment strategies
  - Determine course/project timeline
  - Determine grading strategy
  - Create syllabus
  - Consider liability issues
- Prepare course materials (reflection activities, partnership agreements, liability waivers)

## Implementation

- Introduce service-learning project on first day of class
- Introduce community partner
- Conduct exposure and capacity building activities (if needed)
- Assign Service-Learning project
- Conduct student orientation and training with community partner
- Engage in ongoing evaluation and student accountability measures
- Engage in ongoing reflection activities
- Maintain ongoing communication with community partners
- Invite community partner to student presentations
- Final presentation/projects
- Conduct student and community partner Service-Learning evaluations

## Wrap Up

- Collect time logs/final products from students
- Meet with community partner and University Outreach for debriefing
- Complete faculty evaluations
- Discuss future partnerships opportunities with community partner, if appropriate
- Send community partner thank you letter/e-mail



# 1 Service-Learning Planning and Course Design

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Time for planning is critical to the success of your service-learning course. Planning should begin at least two months prior to the semester that you plan to implement your course. This will provide you with opportunities to develop and cultivate positive relationships with community partners that are vital to successful service-learning courses. This time also allows for opportunities to identify and address logistical considerations that are unique to service-learning such as applied project/assignment development and determining the roles and expectation of students, community partners, and faculty.

Start by contacting University Outreach for a civic engagement course consultation. University Outreach can support course design and planning, connect you with community partners and organizations, arrange logistics for your students' off-campus learning experiences in the community during the semester, and identify resources for further support and guidance during the planning and implementation of your civic engagement course (University Outreach, 2012).

***Please note that courses that are signed up for the Civic Engagement Course Indicator will receive first priority for University Outreach support.***

The Civic Engagement Course Support program provides one-on-one course design consultation and implementation assistance for faculty teaching experiential learning and service-learning courses that qualify for the Civic Engagement Course Indicator (University Outreach, 2012).

Additional tools that can guide the pre-semester planning of your course, and are described in this chapter, include:

- The Civic Engagement Course Indicator
- Service-Learning in the Curriculum: The Three-Phase Developmental Model (CUPS, 2010) on page 41.
- K-12 Service-Learning Standards for Quality Practice (National Youth Leadership Council, 2008) on page 44.

## The Civic Engagement Course Indicator

Faculty have the option of identifying their courses as a civic engagement (CE) course in UM-Flint course schedules. The CE indicator in the course schedule on the online Student Information System (SIS) will help students search for courses that provide significant learning experiences in and with the community.

Faculty can give their course(s) the Civic Engagement Course Indicator during the regular course scheduling process. The process is facilitated by the Office of the Registrar and your department or program chairperson.

### The Civic Engagement Course Indicator Criteria

Courses are eligible for the CE indicator if they have at least one of the three following components in the course syllabus:

1) The course contains an assignment that requires all students to work on a project for a real-world client or community partner (i.e. service-learning). Such assignments are connected to specific learning outcomes, provide a structured way for students to analyze and connect the project experience to learning, and address community needs.

2) The course contains at least two of the following types of experiential learning activities, involving the entire class, that are connected to specific learning outcomes:

- An assignment requiring students to gather evidence from or make observations in the local, regional, or broader community
- An assignment requiring students to make presentations to/for a community group, K-12, business, non-profit, government, association or other external audience
- An assignment requiring students to participate in meetings or events in the community
- An assignment requiring students to interview people in the community
- A field trip to illustrate or give students first-hand experience with course concepts
- At least two speakers or panels of community experts

3) The course is a clinical, practicum, or for-credit internship which reciprocally benefits students in the class and the community.

Source: University Outreach (2012). *Civic engagement courses*. University of Michigan-Flint. Retrieved from <http://www.umflint.edu/outreach/students/engagement-courses.page>.

## Service-Learning in the Curriculum: The Three-Phase Developmental Model

The Three-Phase Developmental Model is designed to help you think through the course planning process. Civic engagement courses take on many forms depending on the course goals and learning outcomes, the capacity and knowledge base of students, and the role of the instructor. The Three-Phase Developmental Model is useful in designing individual service-learning courses; it can also guide the development of program curriculum (CUPS, 2010).

### The Three-Phase Development Model

- Aligns expectations with competencies;
- Offers the appropriate balance of challenge and support;
- Builds student skills to progressively prepare them for the next level;
- And Results in more positive and reciprocal relationships with partners.

Source: Office of Community-University Partnerships & Service-Learning (CUPS). (2010). *Service-Learning in the Curriculum: A Three-Phase Developmental Model*. Burlington, VT: University of Vermont

The Three-Phase Development Model illustrates a three-stage continuum in which service-learning occurs that begins with *exposure* and transitions students towards *capacity building*, which leads to *responsibility*.

#### Phase I: Exposure

#### Phase II: Capacity Building

#### Phase III: Responsibility

- **Exposure:** The goal of the exposure phase is to introduce students to service-learning and course content; develop collaborative skills (teamwork, project management, interacting with community); introduce reflection as academic practice; and build cultural and interpersonal competencies. Instructors define the project and outline processes and expectations while controlling interactions between students and community partners and providing guidance (CUPS, 2010).
- **Capacity Building:** The goal is to build student capacity by raising expectations, increasing responsibilities to achieve outcomes, providing opportunities to demonstrate professional skills, and engaging students in critical thinking and reflection activities. As primary managers, instructors raise expectations by providing a structure for students to manage their partnerships, develop outcomes, and provide input (CUPS, 2010).
- **Responsibility:** The goal is for students to master professional development skills through independent decision making, problem solving, critical thinking through reflection, and increased responsibility and accountability for outcomes. As empowering coaches, instructors provide support, suggestions, consultation and guidance while raising expectations by encouraging students to build their own resources and develop their projects from beginning to end (CUPS, 2010).

## Standards and Indicators for Quality Practice

The standards and indicators for quality practice are the product of research on service-learning programs and broader education studies, and input from service-learning experts, youth, teachers, community members, community organizations, and school administrators at the K-12 level (National Youth Leadership Council, 2008). While the standards and indicators were originally created to guide the development of K-12 service-learning initiatives, they reflect the standards required of higher education service-learning courses.

Developing and incorporating these standards and indicators into your course design will ensure that the course will be effective and productive for your students, your community partner(s) and yourself.

The following table describes the Standards from *K-12 Service-Learning Standards for Quality Practice*. The complete *K-12 Service-Learning Standards for Quality Practice* is available in the Appendix.

### Standards for Effective Service-Learning

- **Meaningful Service:** actively engages participants in meaningful and personally relevant service activities.
- **Link to Curriculum:** Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
- **Critical Reflection:** incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.
- **Diversity:** Service-learning promotes understanding of diversity and mutual respect among all participants.
- **Youth [Student] Voice:** Service-learning provides [students] with a strong voice in planning, implementing, and evaluating service-learning activities with guidance from adults.
- **Partnerships** are collaborative, mutually beneficial, and address community needs.
- **Progress Monitoring:** Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.
- **Duration and Intensity:** Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Source: *K-12 Service-Learning Standards for Quality Practice*. (2008). National Youth Leadership Council. Retrieved from: [http://www.nylc.org/sites/nylc.org/files/files/Standards\\_Oct2009-web.pdf.2](http://www.nylc.org/sites/nylc.org/files/files/Standards_Oct2009-web.pdf.2)

## 2 Determining Service-Learning Course Objectives and Learning Outcomes

### Course objectives

are general goals that define what it means to be an effective program/course. They are general, indefinite, and not intended to be measured. They set the overall agenda for the program/course.

### Learning outcomes

are specific results the course seeks to achieve in order to attain the general goals defined in the objectives. Outcomes are definite and intended to be measured. The achievement of outcomes is evidence that our students are learning.

A first step in planning service-learning courses is determining course objectives, learning outcomes, and community partner project outcomes. Course goals and learning outcomes should reflect the importance of active student participation in the service-learning project and guide the development of course material and service-learning activities.

*If the civic engagement activity is not linked to course content and concepts, it is simply community service, not service-learning.*


### Service-Learning Course Objectives and Learning Outcomes

#### Supporting Documents:

**Creating Connections: General Education at the University of Michigan-Flint** (TCLT, 2008) outlines Learning Goals and Outcomes, and can guide the development of specific course goals and learning objectives. While this document is meant to guide the planning of General Education courses, they can be used to develop learning outcomes for higher level courses.

The **Instructional Design for Civic Engagement Worksheet** (2012) was adapted for the University of Michigan-Flint campus from Illinois State University's *Integrating Sustainability in Your Course Worksheet* (2011). It is useful in developing the service-learning project/course objectives and learning outcomes. This worksheet will also help you consider the locations of service-learning activities, the scope of the project within the course content, the types of civic engagement activities the students will engage in, reflection activities, project deliverables, mechanisms of student accountability, project outcomes and impacts on the community (Illinois State University, 2011).

Creating Connections and the Instructional Design for Civic Engagement Worksheet and are available in the Appendix, on pages 59 and 49 respectively.



We recommend using these documents in collaboration with your community partner. Community partner involvement helps to ensure that the details of the service-learning project are well thought out, achievable and have impact. This collaborative planning approach will also strengthen your partnership by ensuring that community partners are at the table and invested in success of the service-learning course, not only the community engagement component.

## 3 Partnership Development

The most effective partnerships are based on communication, reciprocity, and mutual understanding (Stoekler & Tryon, 2009). Cultivating partnerships will go a long way toward ensuring a successful and positive experience for your students, community partner, and yourself as an instructor.

### Communication

Before diving into any civic engagement activities for your course, you should plan a meeting with your community partners and the University Outreach service-learning coordinator. This meeting is a vital step in your service-learning course planning because it will help to ensure a mechanism for ongoing partnership development.

While this initial meeting is important in nurturing a relationship between you and your community partners, it is well advised to schedule regular meetings or check-ins with community partners to discuss what is working or not working, the progress of the students, any issues that might arise, ideas for enhancing the service-learning experience, or general housekeeping items that need to be communicated to keep the service-learning project on track.

Maintaining regular meetings or check-ins will provide opportunities to address issues as they occur, which will help preserve the partnership and lead to positive experiences for everyone.

### Reciprocity

Reciprocity in service-learning means that community partners' and students' needs are equally met and accommodated, all partners are involved in decision-making and everyone shares the benefits of the project or program.

Reciprocity is founded upon mutual respect for the expertise that everyone brings to the table. Too often, there is a perception among community partners and faculty members that an imbalance of power or an unequal relationship exists between community organizations and members of the academic community or university. Qualitative research collected from focus groups of service-learning community partner organizations indicates the tendency for community partners to regard themselves as learners willing to participate in the collective learning process; whereas, faculty often regard as themselves as experts whose role is to impart their knowledge on both students and community members (Stoekler & Tryon, 2009).

While faculty are regarded as experts in their fields, it is important to remember that community partners have an expertise in their fields as well, which is likely why you are engaging them in a partnership. They have insights into the community that are unique, necessary and invaluable to the success of your service-learning efforts. Acknowledging the expertise of your community partners and deferring to them for insights about the community setting and projects will lay the groundwork for a partnership based on reciprocity (Stoekler & Tryon, 2009).

Remember to consider the nature of the timing for service-learning activities at the university level and implications of the timing for community partners. Typically, service-learning projects occur over part or all of one academic semester. This is a short window of time for community partners to implement and evaluate a project and can push community organizations to speed up or slow down the project on their end.

As do faculty members, community partners have busy schedules and other programmatic priorities, so it is vital to work together with them to find a time and method that works within the confines of the limited available time. Be sure to schedule meetings, presentations, student deadlines, and check-ins with enough time for the community partner to plan.

***Remember, your time, your students' time and the community partners' time are equally valuable.***

### **Actions for Ensuring Reciprocity**

- Discuss community needs with community partner before deciding on civic engagement activities. Allow the community to define their needs.
- Be aware and consider that university semesters and class schedules impose deadlines and restraints on our community partners.
- Manage the balance of power or perceived imbalance of power.
- Respect the expertise and experience of all partners.
- Mutually determine goals and outcomes with community partners.
- Build a shared vision based on genuine excitement and passion.
- Ensure sufficient benefits (short- or long-term) to justify the costs, level of effort, and potential risks of partnership.
- Share resources, rewards, and risks.
- Be sure to thank your community partners for their investment in your students' learning.



## Mutual Understanding

Mutual understanding is achieved by being empathetic and recognizing the point of view of the community partner. Developing a system of shared accountability for planned activities and establishing effective channels of communication are keys to reaching mutual understanding with community partners.

Taking a little time to familiarize yourself with the organization's mission, goals, projects, background, and working environment, and offering to have your planning meetings at the community partner site demonstrates that you care about your partner and recognize your partner's contribution, expertise, and value. These efforts preserve established partnerships and create opportunities for future collaborations (Stoekler & Tryon, 2009).

## Drafting a Partnership Agreement

We recommend creating a partnership agreement, also known as a Memorandum of Understanding (MOU), as a tool for ensuring that communication, reciprocity, and mutual understanding are maintained throughout your service-learning venture. Items commonly included in partnership agreements should be discussed at the first meetings between faculty, community partners, and the service-learning coordinator. This document should be created together with your community partner.

### Partnerships Agreements should include at least:

- Mechanisms for ongoing communication between parties
  - Preferred modes of communication
  - Best times to communicate
  - Frequency of check-ins
- Strategies for addressing any issues that arise
- Roles and expectations of faculty, community partners, students, and University Outreach
- Details of service-learning activities (who, what, where, when, why)

A partnership agreement can be as detailed and formal as necessary. It is helpful to include a rough timeline of course activities in the partnership agreement, as well as working and finalized course syllabi. Multiple semester partnerships will benefit from more detailed agreements that clearly define the terms of the partnership, while less formal, one semester partnerships could have the core elements of an agreement captured in an e-mail.

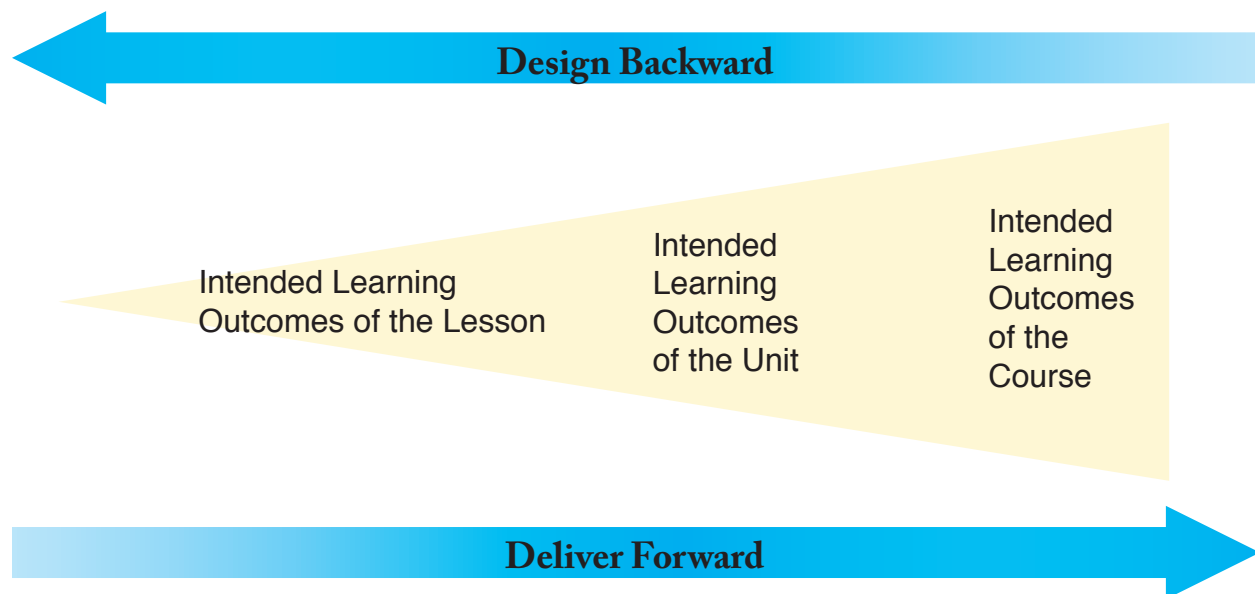
Remember that partnerships naturally require flexibility. The agreement is meant to help organize the partnership you are nurturing with the community organization and make sure everyone is on the same page.

A sample Memorandum of Understanding is included in the Appendix for guidance in drafting an appropriate agreement for your course.

## 4 Determining Service-Learning Structure

Service-learning courses benefit from a backward design strategy when planning course structure and content. A backward design strategy begins with determining the goals and learning outcomes for your course, and then developing the course content and specific service-learning activities based on those course goals and learning outcomes (TCLT, 2006).

### Backward Design and Forward Delivery for Service-Learning



Source: College of Arts and Science (CAS), the Thompson Center for Learning and Teaching (TCLT), and the Assistant Provost for Assessment and Institutional Accreditation. (2006). *Developing course level learning outcomes: Enhancing learning through shared expectations* [Power Point slides] University of Michigan-Flint.

Determining service-learning structure requires careful consideration of your students' ability to successfully complete a service-learning assignment. The Three-Phase Developmental Model is a valuable tool for thinking through the course structure that will best fit your students' capacity or readiness to engage in the service-learning course (CUPS, 2010). The Instructional Design Worksheet for Civic Engagement can guide you through the backward design process.

Your course goals and learning outcomes will help you consider the appropriate structure for your course. Structure considerations will include:

- The scope of service-learning in the class
- The nature of student participation
- The timing of the service-learning components of your class

- Student accountability mechanisms
- Course and project grading strategies
- Preparing students for the service-learning project

## **The Scope of Service-Learning in Your Course**

Service-learning projects can occur as part of a single unit within the class, as a single project throughout the duration of a course, or as a framework in which course assignments progress throughout the semester to produce a more substantial service-learning deliverable to the community partner at the end of the semester. (One UM-Flint faculty member described the latter scope as teaching his class in a workshop style, where his students learned discipline-specific skills each week and subsequently applied them to a piece of their overarching service-learning project. That way, the service-learning experience was woven into the course, making it possible to provide a greater benefit to the community organization through a more substantial deliverable.)

The scope of the service-learning project will inform the weight of the service-learning project grading, as discussed later in this chapter.

## **The Nature of Student Participation in Service-Learning**

Service-learning projects can require different forms of student participation: individual projects or assignments; group projects or assignments; or projects completed by the class as a whole. They can also be a required or optional component of the course, although courses with the Civic Engagement Course Indicator must have the qualifying community engagement component required of all students.

## **Timing of Service-Learning Project**

The scope of service-learning and the nature of student participation will inform the timing of the service-learning projects within the semester. The timing of service-learning assignments will also depend on student readiness. Consider how much course material you will need to cover to prepare students for the service-learning project and how long it will take your students to do an excellent job of finishing the project.

## **Student Accountability**

Implementing graded accountability mechanisms for students is a critical strategy to ensure that students realize course goals and learning outcomes and successfully complete the service-learning project.

Experience has shown that students are less likely to take the service-learning project seriously and complete it without accountability measures that are designed to keep them on track. Poor student performance leaves community partners disappointed in the students and their interaction with University of Michigan-Flint, and affects the university's reputation in the community. The most highly motivated students tend to pick up the slack of students who are not performing well, rather than let the project fail. Therefore, in fairness to all parties, we strongly recommend building student accountability measures into your syllabus.

### **Accountability Measures include:**

- Memorandum of Understanding (MOU) between community partner and student
- Assigned progress reports by students to be turned into the community partner and the instructor at regular intervals
- Project time logs to track the amount of time a student has spent on service-learning activities
- Grading deliverables that students submit to their community partner
- Giving students a grade for the act of submitting deliverables to their community partners
- Student self-evaluations
- When working in teams, students grade each other on quality of work and participation in the service-learning activities
- Community partner input on grading

It is wise to implement a combination of accountability measures throughout the semester to keep students on track and to demonstrate the importance of the service-learning project. If you give your students creative freedom to develop their own service-learning projects or negotiate project outcomes with community partners, we highly recommend assigning the students the task of developing their own Memorandum of Understanding with their community partners as one of the accountability mechanisms. Not only will this help to keep students on track, the assignment will enable your students to develop negotiation and proposal development skills.

### **The Memorandum of Understanding**

- is developed jointly by the student and community partner
- is a graded assignment to be turned in to instructor
- describes how students and community partner will communicate
- lists promised deliverables
- includes deadlines for what students will do and/or produce



## Grading Strategy

Grades for service-learning projects should reflect student effort, student learning, and the significance of the service-learning component in your class. There are four recommended grading strategies that are effective in evaluating student performance across all service-learning course structures:

### 1. *Grade the learning*

Connecting the civic engagement project to course content and concepts is a central tenet to service-learning, so it is important to evaluate the knowledge and skills gained and demonstrated by students throughout the service-learning project. By grading the learning itself, you give the students an opportunity to turn mistakes into learning opportunities.

### 2. *Grade the product*

In order to ensure that students are striving to produce high quality deliverables for the community partner, it is important to grade the quality of the products generated during the service-learning experience. This will demonstrate that students are expected to provide community partners with their best efforts. Also, it is important to attach grades to the students' act of submitting project deliverables to their community partners (and have community partners verify receipt), rather than just grading their final reports or in-class presentations. Without tying the grades to delivering on promises to community partners, students may not feel compelled to follow through.

### 3. *Have students grade each other*

This is especially critical in service-learning courses that have group or class projects. Students tend to have unique insights about the performance of their fellow classmates and will also benefit from the feedback they receive from their classmates. This feedback can provide valuable reflection opportunities among the students.

### 4. *Make the service-learning grade substantial*

Since service-learning has ramifications beyond classroom walls, students need to take their role in it seriously. Frankly, students apply their energies to what really counts toward their final grades. For example, if the service-learning component is graded (i.e. valued by the instructor) as little as 10% of their overall grade, you can expect students to consider it dispensable because students can avoid doing the project and still pass the class with high marks. Therefore, we recommend that the service-learning component count for 30% or more of the final course grade to demonstrate the importance of the project.

## Preparing Students for Service-Learning Projects

For many students, this will be their first opportunity to work off-campus in a community that is different from their own. Your service-learning course will be a new experience that challenges their concepts of college courses and the world. It is important to prepare them by providing a thorough overview of the service-learning experience. Similarly, it is important to prepare more experienced students to participate in service-learning in a new context.

When applying the Three Phase Developmental Model to a specific course, you can think of preparation as exposure and capacity building phases that enable students to take on greater independent responsibility in completing the service-learning project.

Recommended strategies for preparing students for service-learning include:

- Provide a thorough overview of the service-learning course component in the syllabus. Outline the rationale for service-learning projects, the weight of the service-learning project on final grades, and the course structure to help students prepare for what is expected of them throughout the semester.
- Set achievable high expectations for your students and communicate these expectations to them. For example, provide students with a copy of the Student Responsibilities in UM-Flint Service-Learning Projects handout, provided in the Appendix on page 39, and tell your students that you want them to make such a positive impression that the community partner will want to work with the next round of students in your class! Let students know that there have been cases of UM-Flint students who have developed such a good reputation in the community through service-learning that they have received letters of recommendation, invited to stay on through internships, and even offered full-time, permanent jobs with their service-learning community partners as a result.
- Invite the community partner to class to explain their organization's mission and vision statements, role in the community, nature of the service-learning project, and the expectations that they have for students.
- Arrange an orientation or tour of the community partner site to familiarize students with the working environment and provide opportunities to ask questions and meet community members.
- Provide students with experiences to build on and increase capacity such as tours of the community, field trips, guest speakers, and assignments requiring students to research the community partner organization.
- Prepare students for working with people from different communities, populations, backgrounds, and cultures. This can be done through cultural competency awareness training that is integrated into the course and designed to prepare students to work well with people from different communities during the service-learning experience.

For more on this topic, please refer to Chapter 7: Preparing Students to Work with Diverse Audiences.

## 5 Reflection

Reflecting on the learning process is a UM-Flint General Education learning outcome (TCLT, 2012) and an essential component of service-learning. Reflection promotes deep learning through critical thinking, analysis of real world experience, exposure to unfamiliar experiences and communities, and independent learning. Deep learning approaches help students understand new ideas for themselves by drawing from previous knowledge and relating it to new experiences (Entwistle, 2005; Eyler, Giles & Schmiede, 1996). Service-learning reflection, therefore, encourages students to make connections between course material, prior life experience, and new experiences through their service-learning projects (Eyler, Giles & Schmiede, 1996).

### Reflection exercises help students to:

- **See connections** between course learning objectives and civic engagement activities.
- **Examine past beliefs and newfound ways of understanding** the world.
- Have structured opportunities to **synthesize and derive new meaning** from their experiences.
- **Think more deeply** about the social justice and broader-sphere implications of course topics and applications.
- **Reflect upon the student's own learning process.**

By engaging students in reflection you will help prepare them to be conscientious professionals and lifelong learners. Reflection is a life skill that fosters deep learning beyond the classroom and service-learning experiences (Eyler, Giles & Schmiede, 1996). Deep learning skills will help students process their service-learning experiences on a more personal level. Reflection activities should encourage students to purposefully think about their roles in the community, course content, and opportunities to apply this real world knowledge to other areas of their lives.

## Designing Reflection Activities

Effective reflection activities are timed to occur before, during, and after the service-learning experience and employ a variety of formats. The 4 C's of Reflection (Eyler, Giles & Schmiede, 1996) will guide the development of effective reflection activities.

### The 4 C's of Reflection:

**Continuous:** reflection activities are encouraged throughout the semester in a variety of formats

**Connected:** reflection activities should refer directly to each student's service-learning project. Because students will likely be working on different service-learning projects, faculty members should be prepared for variety in the content of reflection activities.


**Challenging:** reflection activities should challenge students to think critically about their service-learning activities and how they relate to their roles as engaged citizens and to academic course content. Faculty members should set high expectations and provide engaging feedback for students.

**Contextualized:** reflection activities should be consistent and complementary to other course content.

Source: Eyler, J., Giles, D.E. & Schmiede. (1996) *A practitioner's guide to reflection in service-learning*. Nashville: Vanderbilt University.

Faculty members are encouraged to implement a variety of reflection activities in both individual and group formats. The reflection activities do not need to take a lot of time, but they should be intentional and continuous throughout the semester. They can occur as dialogue in the classroom and at the community partner site, and individually as course assignments.





Assigned reflection activities range from structured exercises that are part of course assignments (reports, presentations, etc.) to regular, but otherwise unstructured, journal entries that are guided by the students' individual experiences.

Sample reflection activities include (Jones, 2012):

- **Journals:** Students keep journals and make regular entries about their service-learning experience. Instructors may pose questions to think and write about, offer opportunities to free write about their service-learning experience, or a combination of both.
- **Class Blog:** Students create and maintain a course blog where they can engage in discussions, share experiences, and pose questions to their fellow students in an online format.
- **Theater, Music, Poetry:** Students describe their service-learning experiences by creating projects or performances or selecting poems or songs that they relate to their service-learning experience.

Refer to the Appendix on page 39 for a descriptive list of a variety of sample reflection questions and activities. Decide which strategies will work best with your course, the service-learning project, and your students to foster an environment of deep learning.

## 6 Logistical and Safety Considerations

Planning a service-learning course requires careful consideration of logistical details to make course implementation smooth and safe. The time that faculty members and University Outreach staff spend up-front to anticipate logistical challenges pays off throughout the semester:

- Faculty report feeling more in control and spend less time on trouble-shooting during the semester.
- Students express increased confidence and satisfaction with their service-learning experience.
- Community partners enjoy working with better prepared students and can spend more time supporting the learning process than they could if dealing with avoidable logistical glitches.
- Careful planning results in due diligence and minimized risk for the university.

When planning for logistics and safety, think about the service-learning experience from the students' point of view. If you were a student, what would you want or need to know before, during, and after working on a project in the community?

Developing a thoughtful and thorough plan for student transportation, orientation/training, agreements between students and community partners, supervision, progress monitoring, safety precautions, and inclement weather will enable faculty, community partners, and students to be on the same page about how the semester will progress and aid in risk management.

### Transportation and Directions

Students are usually required to arrange for their own travel accommodations to service-learning sites. Many students commute to campus, or may not own vehicles and rely on public transportation or carpooling get to class. Therefore, the easiest solution, especially when students are working in teams, is to set aside a little in-class time for students to make carpool arrangements with each other. There are five common sense guidelines to follow when asking students to carpool together or travel independently for service-learning:

1. Students should only get into the vehicles of people they trust.
2. Verify that students who offer to drive are licensed and insured. As with any other time they operate a vehicle, the drivers are responsible for driving safely, and their auto and medical insurance may be liable for expenses resulting from an automobile accident.
3. Instructors should provide thorough travel details such as driving and parking directions, a map (e.g. easily captured in a Google maps print-screen image from your computer), an estimate of distance and travel time from campus, and a phone number for the partnering community organization. If you are comfortable with doing so, consider giving the students your cell phone number as well, in case of emergencies.

4. As a precaution, each carpooling vehicle should have at least one phone with a smart mapping feature with the destination address pre-programmed, such as through Google maps or GPS unit. That way, if the students make a wrong turn or have difficulty reading the printed map, they can quickly get their bearings and back on course.
5. Arrange for the entire class to visit the site and have an orientation before asking the students to go alone.

## Orientation and Training

Orientation and training sessions prepare students for service-learning, build rapport and open lines of communication between students and community partners, provide a safe space for students to ask questions, and prevent students from feeling like they are thrown into situations that they don't know how to navigate.

Experience has shown that students get significantly more excited about service-learning projects and take them more seriously when community partners introduce themselves and the projects to the class at the beginning of the semester, sometimes as early as the second week. Scheduling an early orientation session impresses upon students the fact that their project will make a real impact, by transforming the assignment from words on paper to having a human connection. An early date allows students to become more familiar and comfortable with the environment where their service-learning will take place, and to begin critically thinking about how course content ties with their future service-learning assignment.

Work with your community partner to plan one or more structured and cohesive orientation/training sessions to:

- Give students background on the community partner – an overview of their mission, history, success stories/evidence of impact, current projects, the audience(s) they serve, their organizational culture, etc.
- Clarify how the service-learning project relates to both course content and the mission of the partnering organization.
- Have students introduce themselves to community organization staff, ask questions about the organization and project, become familiar with transportation options, and address any other issues they might identify (Points of Light Foundation, 2002; Mihalynuk & Seifer, 2008).
- Prompt students to identify and explore the preconceived ideas or concerns they have going into the service-learning experience that may impact their performance. For example, in many service-learning courses, it is crucial to open a dialogue with students about working with communities and populations that are different from their own. Service-learning projects often require students to work with people of different ages, races, cultures, physical abilities, religions, sexual orientations, and/or socioeconomic statuses. It is crucial to dialogue about these dynamics rather than ignore them, because:
  - Stereotypes and unexamined fears will inevitably influence the service-learning experience for all parties, often in detrimental ways.
  - Broaching these topics in a meaningful way is part of the necessary learning and growth process for our students, as our campus mission includes developing engaged citizens and future professionals who are prepared to be good leaders.

- Often, community partners will be valuable co-facilitators for these dialogues. University Outreach can also connect you with experts to help facilitate conversations about cultural competence and diversity. Since faculty have asked for tools on how to meaningfully engage classes in conversation and reflection about diversity and culture, a fuller discussion of the topic is provided in Chapter 7 of this manual.
- Provide opportunities for students to develop the skills and experience necessary to successfully complete the assignment, depending upon the nature of the service-learning project. For example, if students will be using specific tools, software, or procedures to complete a project, they will need to undergo specialized preparatory training. Consult with your community partner about training procedures and protocols that already exist within the organization and implement them as appropriate.

Students will come to your class with different skill sets and life experiences. Talking with your students about their previous experiences will help you determine how much and what kind of training is needed. Conversations can be informal while introducing the project to the class, or more directed in the form of surveys or interviews.

## Supervision and Progress Monitoring

Instructors and community partners will both play a role in supervising and monitoring student progress, and should work collaboratively to fairly share the responsibilities. It is important for both parties to negotiate and define:

- What student activities will be monitored
- What they each agree to do to supervise the students
- Their frequency of supervision and feedback to students
- How they want to communicate with each other about student progress throughout the project, and the frequency of this communication
- How they will work together to address issues that may arise

In turn, students need to know what each party expects of them and what guidance they can count on receiving (Points of Light Foundation, 2002; Mihalynuk & Seifer, 2008). Be sure to clearly inform students about who their community supervisor is and the best ways to reach them.

The degree of supervision students will need depends on the level of exposure, capacity and responsibility the students already have at the start of the service-learning project. Generally, the more that students are able to take independent responsibility for their service-learning work (i.e. further along the Three Phase Model's continuum) the less they need direct, hands-on supervision and the more they benefit from overarching project oversight and guidance (CUPS 2010).

Progress monitoring is an effective and important midstream evaluation tool that bolsters student accountability and success when the instructor, community partner, and student maintain regular communication. Progress monitoring need not take a lot of time, just clear regular communication in the form of a weekly or bi-weekly phone call or email. With less than four months in a semester, communicating less than bi-weekly is problematic for service-learning partnerships; by the time problems surface, too much of the service-learning project

period may have been spent making it difficult for students to successfully complete the assignment.

## **Formalizing Agreements between Students and Community Partners: Structure for Success**

While students that are prepared to take on a high degree of responsibility in a service-learning project may not need as much direct supervision and monitoring, it is absolutely crucial for students to formalize their project agreements with their community partners.

Unlike for students who are at more rudimentary service-learning stages, community partners probably will not have a highly structured, pre-formed project for the students to simply complete. They may start developing their service-learning project with some background information about their partnering community organization and the community need they are going to address, but it is often up to the students to negotiate the project scope, deliverables, and team processes both internally and with their community partner.

By requiring students to develop formal agreements with their community partners, you are giving them the structure they need to be successful, while also allowing for creative license. The process of developing an agreement, gives students experience in negotiation and proposal development, two important professional skills to hone prior to college graduation. Also, the process of developing an agreement is a demonstration of a group's partnership, binding the groups together through shared excitement about what they will achieve by working together.

Without the structure of a formal agreement, service-learning projects can easily fall apart because there is no guarantee that the students are on the same page amongst themselves or with their community partners regarding project expectations and how they will work together. Consistently in cases without formal agreements, service-learning projects are riddled with misunderstandings, lack of communication, and higher expectations on the part of community partners than the students. As a result, students are far more likely to procrastinate and deliver next to nothing on the promises made verbally in their initial meeting.

Agreements between the students and their community partners have been called different names, such as Memorandum of Understanding (MOU) and Course Project Proposals. Whatever their titles, their basic elements include:

- Contact information for all parties
- A description of the project that outlines project goals, what students promise to do, and methods for carrying out the project
- The rationale behind the project that explains why the project is important and valuable in the community
- A project timeline that includes regular progress reports and all due dates
- Communication strategies describing how students agree to communicate with community partners and each other, as well as at what intervals

After both the community partner and student have agreed to the terms of their partnership,

the agreement should be signed and submitted to the instructor as an assignment. This process protects students, faculty, and community partners if there is a breakdown in communication and demonstrates equal buy-in by everyone.

## Planning for Safety and Minimizing Risk


In addition to providing students with an orientation, work with your community partners to anticipate potential risks, take safety precautions, and set required ground rules for safety. Doing so allows students to focus on the learning and not be so concerned with venturing into unfamiliar off-campus territory.

### Common Safety Procedures

Here are common precautions to share with your class:

- First, know that service-learning courses are one way that we work to fulfill UM-Flint's mission, our commitment to civic engagement. While it does make a difference for the learning process, service-learning is also part and parcel to university business.
- Second, know that UM-Flint vets community partners to help students have a safe and fulfilling experience.
- Use the buddy system. Work in pairs if possible.
- Bring a cell phone in case of emergencies
- If asked, identify yourself as a UM-Flint student. Wear a nametag holder or lanyard to visibly carry your UMID card.
- Wear layered clothes and close-toed shoes if working outside.
- If conducting surveys, use a clipboard – it makes you look official!
- If students will be working outside, consider purchasing reflective jackets with the UM-Flint logo printed on it, or other such safety gear. If needed the Departments of History and Earth & Resource Science may be able to loan out their limited number of reflective "surveyor" jackets. Have at least one person in each student pair wear the vest.
- As always, be generally aware of your surroundings and use your intuition.

As part of the partnership vetting process, instructors should visit the partner organization and project site to become familiar with the environment in which the students will be working and learning (Points of Light Foundation, 2002; Mihalynuk & Seifer, 2008). Once a community partner is secured for your service-learning class, work with the partner to develop the risk management plan to anticipate potential risks or problems associated with the service-learning project and procedures to address them if they arise (Points of Light Foundation, 2002; Mihalynuk & Seifer, 2008).



After being intentional to reduce the risk of adverse events and prepare for service-learning success through due diligence, faculty should know that the University of Michigan’s “Defense and Indemnification” standard practice guide (SPG) protects faculty and staff should someone sue as a result of an adverse event. The SPG states, “It is the University’s policy to defend and indemnify employees who become parties to legal proceedings by virtue of their good faith efforts to perform their responsibilities of employment” (source: <http://spg.umich.edu/policy/601.09>). This policy covers service-learning.

## **Inclement Weather and Campus Closures**

Create a backup plan with your community partner to address potential last minute issues that might arise, such as inclement weather or cancelled classes. This “Plan B” demonstrates your shared understanding and alleviates confusion or miscommunication that can result from changing plans.

UM-Flint campus closures may not always be mirrored by closure of the community organization and thus won’t impact your community partner’s schedule. Therefore, it is wise to determine in advance whether students will be responsible for reporting to the community partner site if the campus has been closed.

## 7 Preparing Students to Work with Diverse Audiences

University Outreach and community partners of many higher education institutions have found that cultural competency and awareness training is a necessary part of many service-learning experiences (Stoekler & Tryon, 2009). Cultural competency awareness prepares students to work well with people in the community of diverse backgrounds and life experiences. This is not only part of being an effective service-learning student, but also a crucial quality for becoming excellent citizens and leaders after graduation.

Initiate conversations about privilege, identity, and culture when preparing students to work within the community and revisit these topics throughout the semester through reflection activities and assignments. Doing so will help to prepare students to begin thinking about how these issues impact their experiences and those of others within the service-learning course and throughout their lives, as well as issues of systemic injustice that are beyond an individual's realm of control.

### **Strategies to integrate cultural competency awareness training into your class include:**

- Discussing privilege, identity and culture in the orientation planned with your community partner.
- Structuring focused reflection and conversations about privilege, identity and culture, as related to course content and the service-learning assignment, into class time.
- Contacting the Office of University Outreach to help facilitate conversations about cultural competency awareness.
- Encouraging community partners to discuss issues surrounding cultural competency awareness with students through the lens of their service-learning experiences and as engage citizens.
- Creating a safe space for discussions and reflection about uncomfortable topics that might challenge students' notions of privilege, identity, culture, and social justice.

Talking about these issues can be difficult for students because it may challenge their preconceived notions about their own privilege and identity. Fortunately, there are tools that are useful in facilitating these conversations.

### **White Privilege: Unpacking the Invisible Knapsack**

Peggy McIntosh is a women's studies scholar who discovered parallels between sexism and racism. She described her experience with the first time she explored the privileges that she is afforded by virtue of her race (1990). She described her white privilege as an "invisible package" that contains the benefits of her race that are not afforded to people who are not white, and she provided examples of scenarios where privilege implicitly exists but remains unacknowledged.



McIntosh's article is a useful tool in broaching the subject of unexplored privilege with students. It provides an avenue to discuss experiences and circumstances where students might have benefited from their privilege without being aware of it and the implication of that privilege throughout their lives (McIntosh, 1990).

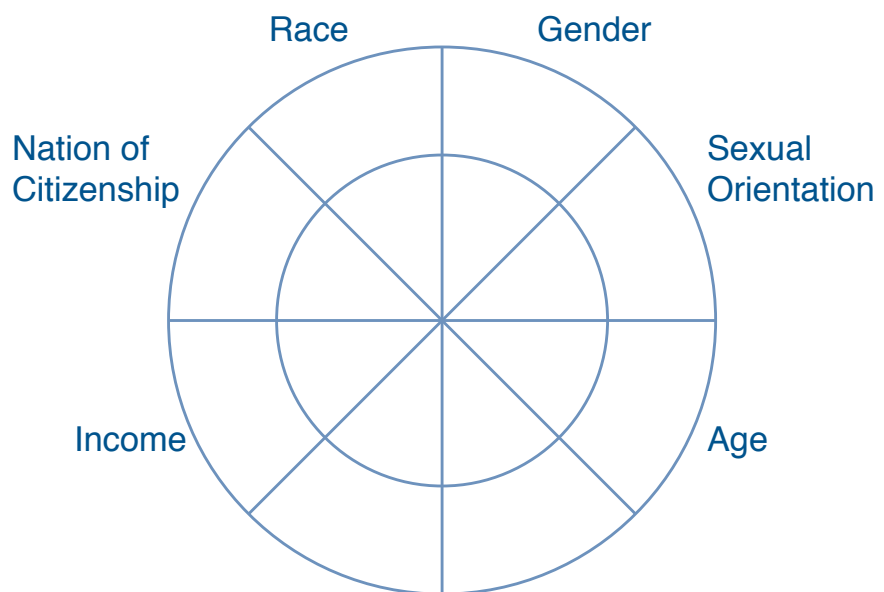
The following are selected statements from "White Privilege: Unpacking the Invisible Knapsack" that can be used to prompt discussion about privilege, race, and power by discussing how much the statements resonate and how:

- I can if I wish arrange to be in the company of people of my race most of the time.
- I can be sure that my children will be given curricular materials that testify to the existence of their race.
- If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
- I am never asked to speak for all the people of my racial group.
- I can remain oblivious of the language or customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
- I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance, or feared.
- I can choose public accommodations without fearing that people of my race cannot get in or will be mistreated in the place I have chosen.

## The Identity and Social Location Exercise

The Identity and Social Location Exercise (Leadership Development in Interethnic Relations (LDIR), 2007) is a tool for facilitating discussions with students and reflection about power and privilege in relation to their social, ethnic, and cultural identities.

- 1) **Outer circle** Write how you personally identify for each category
- 2) **Inner circle** Write what group has power in the U.S.
- 3) **Notice where you have privilege**  
Shade the large triangle (from the outside of the large circle to the center point) for any category where your identity and the group with power align
- 4) **Reflect** Where might you have blind spots due to your privilege? Where/how can you be an ally in areas where you have privilege?



## Dimensions of Diversity

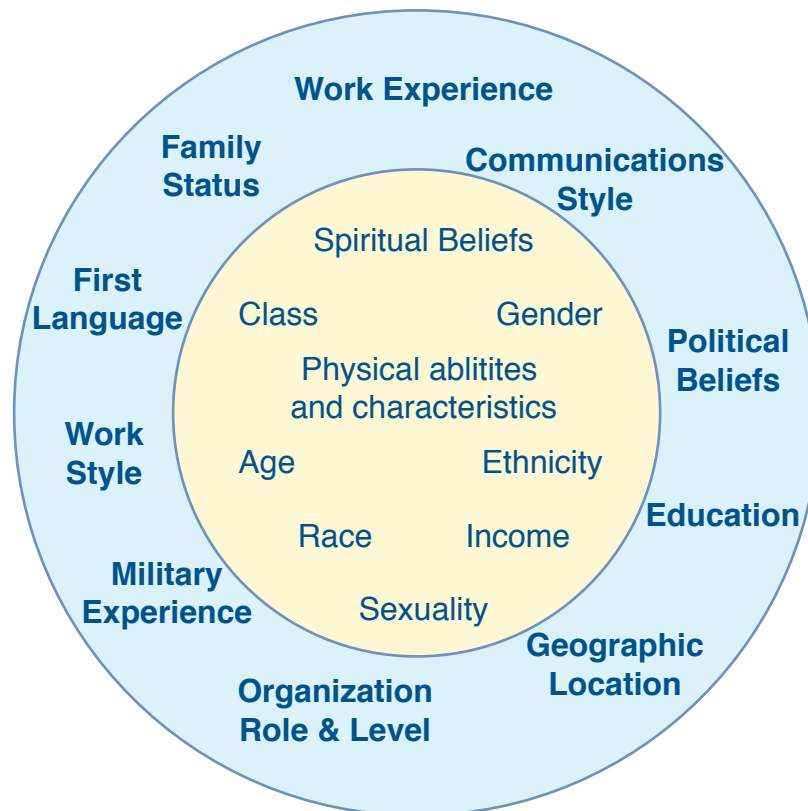
Marilyn Loden developed the Dimensions of Diversity model (Loden & Rosener, 1990) as a tool for diversity training. The inner wheel consists of the primary, or internal, dimensions of diversity that include our identities, values, and perceptions of others. The outer wheel includes secondary dimensions of diversity that reflect environmental influences on our identity, values and perceptions.

The Dimensions of Diversity is useful in facilitating discussions about diversity in general and to explore nuances of group identity. It is useful in engaging conversations with students about the different personal dimensions they might encounter in the community (Loden & Rosener, 1990).

The Dimensions of Diversity tool is available from: <http://www.loden.com/Site/Dimensions.html>.

The Appendix contains additional Cultural Competency Awareness Training materials. The following links provide additional resources for diversity and cultural competency training exercises, case studies, and manuals:

- <http://www.equalityanddiversity.co.uk/activity-packs.htm>
- [http://www.doe.virginia.gov/special\\_ed/tech\\_asst\\_prof\\_dev/self\\_assessment/disproportionality/cultural\\_competence\\_manual.pdf](http://www.doe.virginia.gov/special_ed/tech_asst_prof_dev/self_assessment/disproportionality/cultural_competence_manual.pdf)
- <https://wiki.uiowa.edu/pages/viewpageattachments.action?pageId=31756792>



## 8 Service-Learning Evaluation

Evaluation can improve service-learning courses by identifying what is effective and what needs modification, demonstrating service-learning successes, and providing faculty with opportunities to publish findings as scholarship of engagement (Seifer & Holmes, 2009). While implementing service-learning courses can be time consuming, evaluation data can validate the time spent by providing opportunities to receive recognition for civic engagement course initiatives and to publish academic articles about the service-learning experience.

Faculty have suggested two avenues for service-learning course evaluations:

1. Some faculty members prefer to collect feedback from students through regular course evaluation, because positive comments will be officially on record for tenure and promotion pursuits.
2. Other faculty members prefer to use the student, community partner, and faculty evaluation templates provided in Appendix D. These evaluation templates allow you to collect more in depth feedback from students and community partners about the service-learning experience.

It is recommended that you develop evaluation strategies with your community partner during the planning stages for your course so that the evaluation is meaningful and effective for all parties.

Evaluation strategies should be used throughout the semester to identify issues that need improvement or troubleshooting.

NOTE: If you plan to publish academic articles related to your service-learning course, visit the University of Michigan Human Research Protection Program website to determine if your course activities require Institutional Review Board (IRB) approval for research (HRPP, 2012):

<http://www.hrpp.umich.edu/initiative/classactivities.html>

The following table includes items to consider when designing your evaluation tools.

<h3>Guiding Questions for Developing Service-Learning Evaluation</h3>	
<p>Who is the information for? How will the information be used?</p>	<ul style="list-style-type: none"> <li>• Internal: for identifying successes and areas in need of improvement/midstream troubleshooting</li> <li>• External: Scholarship of Engagement research publications/tenure and promotion recognition</li> </ul>
<p>What are you measuring?</p>	<ul style="list-style-type: none"> <li>• Achievement of course goals and outcomes</li> <li>• Student demonstration of new knowledge, skills, and awareness</li> <li>• Quality of student work</li> <li>• Student, Community Partner, Faculty satisfaction</li> </ul>
<p>Who will complete/conduct evaluations?</p>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Community Partner</li> <li>• Instructor</li> </ul>
<p>How will you collect data?</p>	<ul style="list-style-type: none"> <li>• University course/instructor evaluations</li> <li>• Surveys/questionnaires</li> <li>• Class discussions</li> <li>• Interviews</li> <li>• Class assignments</li> <li>• Service-learning debrief meetings</li> </ul>

Source: Seifer, S.D. & Holmes, S. (2009). *Tools and methods for evaluating service-learning in higher education: Fact sheet*. Campus Compact. Retrieved from [http://www.servicelearning.org/instant\\_info/fact\\_sheets/he\\_facts/tools\\_methods](http://www.servicelearning.org/instant_info/fact_sheets/he_facts/tools_methods).

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# Appendix

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# Service-Learning Action Plan Checklist

Two months  
before semester

Beginning  
and during

End of  
semester

## Planning

- Read your Service-Learning Action Manual
- Review the Civic Engagement Course Indicator Criteria
- Schedule a Civic Engagement course consultation with University Outreach
- Meet with University Outreach and community partner(s)
  - Determine plan for ongoing communication
  - Visit community partner project site, if possible
  - Determine course goals and objectives
  - Develop partnership agreements
  - Determine appropriate Service-Learning structure
  - Plan reflection activities
  - Plan evaluation/assessment strategies
  - Determine course/project timeline
  - Determine grading strategy
  - Create syllabus
  - Consider liability issues
- Prepare course materials (reflection activities, partnership agreements, liability waivers)

## Implementation

- Introduce service-learning project on first day of class
- Introduce community partner
- Conduct exposure and capacity building activities (if needed)
- Assign Service-Learning project
- Conduct student orientation and training with community partner
- Engage in ongoing evaluation and student accountability measures
- Engage in ongoing reflection activities
- Maintain ongoing communication with community partners
- Invite community partner to student presentations
- Final presentation/projects
- Conduct student and community partner Service-Learning evaluations

## Wrap Up

- Collect time logs/final products from students
- Meet with community partner and University Outreach for debriefing
- Complete faculty evaluations
- Discuss future partnerships opportunities with community partner, if appropriate
- Send community partner thank you letter/e-mail



# Service-Learning in the Curriculum: A Three-Phase Developmental Model

Service-learning courses and partnerships can be more successful for all stakeholders if they are designed to align with and build student capacity over time. By understanding student development and considering the skills and knowledge levels of the students with whom you will be working, you can design a project that:

- Aligns expectations with competencies;
- Offers the appropriate balance of challenge and support;
- Builds student skills to progressively prepare them for the next level;
- and Results in more positive and reciprocal relationships with partners. Consider designing your service-learning course or program to align with the following three phases.

**Phase I:  
Exposure**

**Phase II:  
Capacity Building**

**Phase III:  
Responsibility**



While this model is helpful in designing service-learning courses that stand alone, it is also meant to spur conversation within a given academic unit or progressive curriculum. The more we build our students' capacity, the higher they can achieve in the long run. If we do not pay attention to building that capacity, we risk potential disappointment for everyone involved.

## From Theory to Practice: What do Courses Look Like?

### Phase I: Exposure

Courses typically offered to first or second year students, or any student who has never been introduced to service-learning pedagogy. Often take place early within an academic career and/or major and serve as a foundation for future, more complex experiences.

**Goals:** introduction/exposure to service-learning and course content; initial skill development (teamwork, project management, interacting with community); introduction to reflection as academic practice; building cultural and interpersonal competencies.

**Instructor Role:** Primary Manager - defines project (in collaboration with community partner), carefully controls student interaction with partner, provides close guidance throughout the process, outlines clear processes and expectations.

**Project Description:** clearly defined, concrete, small in scale, time limited, often happen within the classroom, rather than in the field. Can also be "hypothetical" (not considered service-learning, but preparation for service-learning).

**Connection to Academic Content:** content is primary focus, project explicitly connected.

### Examples:

- Entry level service-learning: event support; one-day service projects; survey or information gathering (with intentional reflection and connection to course content);
- Exposure to community: interviews; basic “mapping” exercises; event attendance; organizational profiles

## Phase II: Capacity Building

Courses typically in the sophomore or junior year-students are moving more deeply into their discipline and are beginning to master concepts and skills that can be effectively applied in community-based settings. Ideally, students would have experienced a Phase 1 course.

**Goals:** building student capacity, raising expectations, increasing student responsibility for outcomes; practicing personal/professional skills introduced in earlier courses; progressing to higher-levels of critical thinking through reflection.

**Instructor Role:** Facilitator -continue to provide structure (tools, timelines, and reporting) but raise expectations for students to self-manage within this structure; select partners and establish agreed-upon outcomes, but welcome student participation and input in the process.

**Project Description:** major component of the course (a unit or major project); may focus on an extended relationship with an organization (an enhanced internship or field-based experience); expectations are defined, but students take leadership in deciding how to meet them.

**Connection to Academic Content:** explicit, but challenges students to find additional connections, synergies, and critiques. Balance between focus on content and application.

### Examples:

- “Deliverables” such as public relations materials, web content, exhibits, etc.
- Educational Outreach/Programming –students teach what they are learning to others;
- Second-level survey work –students play a role in designing and analyzing surveys;
- Consultation –students work with an agency to provide advice on planning, proposals, etc.;
- Agency “placements” –students work regularly in internship-like placements.

## Phase III: Responsibility Building

Courses often designed as capstone or culminating experiences that take place during the final semesters of the college experience, and could also be connected to student theses. Students at this level should have already been exposed to Phase 1 and 2 service-learning.

**Goals:** skill mastery, professional development, student accountability/responsibility for outcomes, independent decision-making, effective group work, problem-solving; mastering higher levels of critical thinking through reflection.

**Instructor Role:** “Coach” -empowerment with support; provide suggestions/tools for structure, ongoing consultation, but raise expectations for students to follow-through and seek resources on their own. Keep “in touch” with projects and partners to monitor progress.

**Project Description:** developed collaboratively between partners and students, with faculty input; require students to take high-level responsibility for defining, understanding, and working to address an issue; often span an entire semester or year; could focus on “deliverables,” programs, initiatives, or ongoing professional roles within an organization.

**Connection to Academic Content:** students are demonstrating knowledge of content through projects. While content is still delivered, it may be driven by topics that support projects and related to transitions to professional roles.

**Examples:**

- Capstone courses -students work in groups or individually to define and complete projects with community partners based on proposals/interests from the organizations;
- Deliverables that move beyond a small-scale project to a larger implementation (media campaign, curriculum development, web site development, components of strategic plan, etc.);
- Service-learning enhanced internships (meeting clear community need; focused reflection);
- Undergraduate community-based research;
- Student leadership in service-learning programs at the Phase 1 or Phase 2 level (such as teaching assistant programs, coordination of international service-learning projects, etc.)

Source: Office of Community-University Partnerships & Service-Learning (CUPS). (2010). *Service-Learning in the Curriculum: A Three-Phase Developmental Model*. Burlington, VT: University of Vermont



## K-12 Service-Learning Standards for Quality Practice

The K-12 Service-Learning Standards for Quality Practice were developed by the National Youth Leadership Council with funding from State Farm Companies Foundation. Working from a base of 20 years of professional wisdom and practice, NYLC worked with other leaders in service-learning and engaged RMC Research Corporation to ensure that the standards included the strongest evidence-based elements of effective practice. Then young people, teachers, school and district administrators, community members, staff from community-based organizations, policy-makers, and others interested in service-learning participated in panels across the United States to strengthen the language of the standards their indicators. For more information, visit [www.nylc.org/standards](http://www.nylc.org/standards).



### Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

### Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

*Service-learning is a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards.*



## K-12 Service-Learning Standards for Quality Practice

### Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

### Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.



**national youth leadership council**

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## K-12 Service-Learning Standards for Quality Practice

### Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

### Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.



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A photograph showing several hands of different skin tones holding a globe of the Earth. The hands are positioned around the globe, with some fingers pointing towards it. The background is blurred, showing what appears to be a person in a blue shirt.

## K-12 Service-Learning Standards for Quality Practice

### Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

### Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.



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# Student Responsibilities in UM-Flint Service-Learning Projects

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**Service-learning** is a teaching and learning approach that integrates meaningful community service with academic study and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It is mutually beneficial by design, allowing students to apply their learning outside of the classroom (a sought-after experience from the perspective of employers and graduate school admissions) while genuinely meeting community needs.

Student Responsibilities in Service-Learning Placements:

- **Be an engaged learner.** Listen actively, ask questions, and look for learning opportunities.
- **Make a real difference and be self-reflective as you serve.** Use this opportunity wisely and think about what you learn about yourself from the experience.
- **Show respect for the community agency for whom you are working.** Placement within a community organization is an educational opportunity and a privilege. Remember that many non-profit organizations have many simultaneous projects and only a few staff members to coordinate them. Just like your time, theirs is precious and in demand.
- **Come prepared to work and make a difference.** Your work with the community organization has real-world results. Make the most of this opportunity.
- **Always be respectful, kind, courteous, and professional.** Remember that you are considered a representative of UM-Flint and of the agency when you are carrying out your service-learning assignment. Leave your community partner wanting to work with another UM-Flint class again.
- **Be punctual, responsible and accountable.** This includes participating in the organization as a reliable, trustworthy and contributing member of the community team.
- **Call if you anticipate being late or absent.** Missing time at your community site is not like missing class. Remember that people at your placement are relying on you. Be respectful of this. If you must be absent or tardy, you should make every effort to notify your community supervisor in advance and make alternate arrangements to complete the time that you missed.
- **Dress appropriately as determined by the agency.** If you are unsure what is considered appropriate dress, call and ask your community supervisor.
- **Ask for help when in doubt.** Your primary sources for information are your community supervisor, your professor, and the UM-Flint Office of University Outreach.
- **Be flexible.** Since the level or intensity of activity at a service site is not always predictable, be ready to adapt to changing situations and try creative solutions to your project work. (However, use good judgment. For example, never give a client or agency representative a ride in your personal vehicle.)

The UM-Flint Office of University Outreach is a resource for students, community organizations, and faculty involved with service-learning courses. For support, please visit [www.umflint.edu/outreach](http://www.umflint.edu/outreach).



# Instructional Design for Civic Engagement Worksheet

As a result of this experience, students **will**:

	Outcomes (What do you want them to do?)	Activity/Unit (How will that be accomplished?)	Evaluation (How will you know they have done it?)
Know {Knowledge}	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Value {Attitudes}	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.

	Outcomes (What do you want them to do?)	Activity/Unit (How will that be accomplished?)	Evaluation (How will you know they have done it?)
Be able to do {Skills}	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.

As a result of this experience, students **may**:

Build student confidence {Efficacy}	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.

	Outcomes (What do you want them to do?)	Activity/Unit (How will that be accomplished?)	Evaluation (How will you know they have done it?)
Have intention to continue to do so {Commitment}	1.  2.  3.  4.	1.  2.  3.  4.	1.  2.  3.  4.
Deepen relationships with the community {Network}	1.  2.  3.  4.	1.  2.  3.  4.	1.  2.  3.  4.

**The application of civic engagement in this course will be: (check all that apply)**

- Discipline-based** (the experience is directly related to knowledge needed in the discipline)  
Example: nursing students observing at a skilled care facility
- Skill-based** (students are applying the **skills** of the course to “serve” a “client” or address an issue) *Example: graphic design students create a campaign to promote a public service.*
- Orientation-focused** (students become familiarized with community members, locales, resources, and needs) *Example: FYE students learning about Flint, MI history take a bicycle tour of Flint on the Flint River Trail.*
- Capstone course** (students are applying knowledge they have gained throughout their course of study) *Example: communication students fully develop and implement a portion of a communication/marketing plan for a volunteer recruitment program of a local non-profit.*
- Internship** (students are gaining experience that relates to their career preparation)  
*Example: economics students serve as an intern at an economic development council.*
- Community-based research** (students are using the experience to conduct research)  
*Example: business students are gathering data about the types of policies held by not-for-profit corporations.*

**The civic engagement experience will be:**

- A **topical organization for a unit** in the course (meaning that civically engaged topics will be used for an assignment)
- A **unit in the course** (meaning that an entire assignment/unit will be civically engaged: topics and framework)
- A **topical organization for the course** (meaning that most of the course will use civically engaged topics)
- A **framework for the course** (meaning that the entire course will be civically engaged: topics and framework)

**Generally, the civic engagement activities will be: (check all that apply)**

- Small scale** (meaning students will work as individuals)
- Medium scale** (meaning students will work in small groups)
- Large scale** (meaning students will work as a class)
- Other (please describe):

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**The types of civic engagement activities will be: (check all that apply)**

- Placement model** (students will do site-based work)
- Presentation Model** (students will create community presentations to address an issue)
- Project Model** (students will complete a project to address an issue)
- Product Model** (students will create a product to address an issue)
- Paper Model** (students will compose a paper to address an issue)
- Other/Combination (please describe):

**The reflection activities will be: (check all that apply)**

- Verbal** (structured class discussion, discussion groups, class presentation, etc.)
- Written** (journal, reflective essay, free association brainstorm, student portfolio, etc.)
- Nonverbal** (directed readings, etc.)
- Creative** (students identify quotes that fit their experience, performance piece, etc.)
- Other/Combination (please describe):

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**Student accountability will be ensured by: (check all that apply)**

- Orientation to Experiential Learning** (activities to help students understand the importance of their work with the community, students meet their partners/clients, etc.)
- Incremental Assignments** (students complete a civic engagement project over time, rather than only receiving feedback from faculty and community partner at the end)
- Project Proposal** (collaboratively with their community partner, if applicable, students develop a proposal for the project and how they will work with their community partner)
- Progress Reports** (students submit periodic progress reports, approved by their community partner if applicable)
- Student/Group Self-Evaluation** (students evaluate themselves and their team members, reflecting on what worked well and what was challenging)
- Other/Combination (please describe):

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## Course Analysis and Reflection


These prompts are designed to assist you in thinking about your students' expectations for learning and your strategies for teaching civic engagement.

How would you describe the engagement of your students as they begin your class?

Have they been/are they already involved in civic engagement/service-learning?

How much of the course content engages students in community life?

Which elements of the course encourage students to take responsibility for some aspect of community life and what opportunities exist for them to do so?



How does your teaching affect your students' ability to become responsibly engaged in their community?

What ethical standards guide your discipline and how are they related to civic responsibility?

What specifically should you change in your teaching to promote civic responsibility?

How should you change those specific elements of your teaching to produce the greatest positive effects on your students' ability and disposition to engage in civically responsible behavior?

## Questions/viewpoints to consider when designing civic engagement activities

These prompts are designed to assist you in thinking about the multiple viewpoints of topics to assist you in designing activities.

Economic	What are the financial consequences of this?	
Security	How will this affect safety and defense?	
Social	How will this affect people's relationships with one another?	
Cultural	How does this affect the culture and values of the participants?	
Environmental	What are the consequences of this to the environment?	
Political	What impact do the political actors and institutions have on this?	



Rights	How is this affected by the claims to rights of those involved?	
Moral	What are the moral consequences of this?	
Legal	Does the law allow for this decision to be made?	
Principle	Is there a broad value or standard that influences this decision?	
Feasibility	Do we have the ability to undertake the action proposed?	
Significance	Is this a problem that is worth our time and attention?	
Solvency	Will the proposed action solve or significantly reduce the problem?	

## Resources

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Above worksheet was adapted by UM-Flint University Outreach from Illinois State University's "Integrating Sustainability in Your Course Worksheet" (November 2011).

# Creating Connections

## General Education at the University of Michigan-Flint

**Goals** are the broadest category for the learning experience and address core abilities, talents, skills that are transferable (e.g. go beyond the context of a specific learning experience) across disciplines.

**Outcomes** describe for learners a broad academic foundation and life-long learning skills, knowledge, and perspectives.

**Indicators** are activities that allow students to demonstrate that they have achieved particular outcomes; usually these are performance-based. They do not need to be course-specific and can include many shared components of the collegiate experience.

Goals	Outcome	Potential Indicators	Assessment Methods
Integration into the Learning Community of the University of Michigan-Flint	1. Reflect on one's own learning processes	<p>Students reflect on their own learning process when they:</p> <ul style="list-style-type: none"> <li>• Examine the aims of higher education and intellectual inquiry</li> <li>• Compare assumptions, perspectives, and validating procedures of a range of disciplines and intellectual standpoints</li> <li>• Exhibit openness to critical inquiry, accumulated and validated knowledge, and principles of academic freedom</li> <li>• Examine connections of disciplinary knowledges to self-definition, problem-solving, and creative work</li> </ul>	

Goals	Outcome	Potential Indicators	Assessment Methods
Integration into the Learning Community of the University of Michigan-Flint (continued)	2. Demonstrate facility with research methods	Students demonstrate facility with research methods when they: <ul style="list-style-type: none"> <li>• Define/identify a resource need</li> <li>• Gather/find resources</li> <li>• Evaluate/analyze resources</li> <li>• Use/incorporate resources (includes documentation)</li> </ul>	
	3. Demonstrate the ability to think critically	Students demonstrate critical thinking when they: <ul style="list-style-type: none"> <li>• Distinguish among facts, inferences, opinions and values</li> <li>• Assess qualitative and quantitative data</li> <li>• Analyze texts</li> <li>• Answer and raise questions</li> <li>• Compare and contrast conflicting viewpoints</li> <li>• Synthesize information to support a position</li> </ul>	<a href="#">Critical Thinking Rubric</a>

Rubrics provided as suggested assessment methods can be found on the UM-Flint General Education Curriculum Advisory Committee Blackboard site and the General Education website ([www.umflint.edu/gened](http://www.umflint.edu/gened)). Hard copies are available in the Thompson Center for Learning & Teaching, 241 French Hall.

Goals	Outcome	Potential Indicators	Assessment Methods
Integration into the Learning Community of the University of Michigan-Flint (continued)	4. Demonstrate the ability to think creatively	Students demonstrate creative thinking when they: <ul style="list-style-type: none"> <li>• Trace the evolution of creative thinking through a range of applications and expressions</li> <li>• Utilize and extend fundamental techniques or elements in the generation of ideas, methods, designs, experiences or artistic products</li> </ul>	
Enhanced Communication Skills: Written, Verbal and Non-Verbal	5. Produce competent written work	Students produce competent writing when they can: <ul style="list-style-type: none"> <li>• Organize and present text effectively</li> <li>• Substantiate knowledge, thoughts, emotions and opinions</li> <li>• Evaluate knowledge and differentiate research, thoughts, emotions and opinions</li> </ul>	<a href="#">Writing Rubric</a>
	6. Participate in dialogue that involves respectful and careful listening	Student participate in dialogue that involves respectful and careful listening when they: <ul style="list-style-type: none"> <li>• Exhibit openness to new ideas or perspectives of diverse groups</li> <li>• Contribute thoughtfully to discussion</li> <li>• Express their ideas effectively in a public forum</li> </ul>	

Goals	Outcome	Potential Indicators	Assessment Methods
Enhanced Communication Skills: Written, Verbal and Non-Verbal (continued)	7. Use visual or non-verbal tools to enhance and decode messages	<p>Students use visual or non-verbal tools to enhance and decode messages when they:</p> <ul style="list-style-type: none"> <li>• Use and interpret non-verbal cues effectively in oral communication settings</li> <li>• Use graphic material to augment written and oral forms</li> <li>• Analyze the impact of visual elements in created and natural environments</li> </ul>	<a href="#">Oral Communication Rubric</a>
Enhanced Breadth and Interconnectedness of Knowledge	8. Demonstrate knowledge of culture and the arts, social structure and process, and the physical and natural world	<p>Students demonstrate knowledge of human cultures and the physical and natural world when they:</p> <ul style="list-style-type: none"> <li>• Analyze key texts, concepts, theories, and creative works in culture and the arts, about social structure and process, and regarding the physical and natural world</li> <li>• Examine the diversity of human experience and perspectives in a variety of historical, international, cultural and political contexts</li> </ul>	<a href="#">Arts and Humanities Essay Rubric</a>  <a href="#">Diversity Rubric</a>

Goals	Outcome	Potential Indicators	Assessment Methods
Enhanced Breadth and Interconnectedness of Knowledge (continued)	9. Demonstrate knowledge of economics, finance, and quantitative literacy; health and well-being; and science and technology	<p>Students demonstrate knowledge of economics, finance, and quantitative literacy; health and well-being; and science and technology when they:</p> <ul style="list-style-type: none"> <li>Analyze key texts, concepts and theories in economics, finance, and quantitative literacy; health and well-being; and science and technology</li> <li>Identify assumptions underlying contemporary practices in economics, finance, and quantitative literacy; health and well-being; and science and technology</li> </ul>	<a href="#">Scientific and Quantitative Reasoning Test</a>
	10. Use multiple perspectives and methodologies to analyze real or hypothetical problems	<p>Students use multiple perspectives and methodologies when they:</p> <ul style="list-style-type: none"> <li>Apply key texts, concepts and theories in a variety of disciplines to real or hypothetical problems</li> <li>Examine how areas of knowledge, practice, and creative work inform each other, change over time, and interact with context</li> <li>Identify assumptions underlying contemporary practices in the natural sciences and mathematics, social sciences, humanities, arts, and professions</li> <li>Analyze the structural contexts (institutional, familial, interpersonal, ecological, etc.) of problems and possible solutions</li> </ul>	

Goals	Outcome	Potential Indicators	Assessment Methods
Engaged Citizenship: Local to Global	11. Investigate the nature of citizenship	Students investigate citizenship when they: <ul style="list-style-type: none"> <li>• Identify a range of definitions of citizenship</li> <li>• Describe the implications and meanings of democratic citizenship for individuals and communities</li> <li>• Examine the nature of membership and diversity in various communities from local to global</li> <li>• Evaluate cultural, racial, gender, and sexual differences, similarities, and contributions at local, national, and global levels</li> <li>• Examine the social and political structures that constrain and empower diverse forms and possibilities of public engagement</li> <li>• Analyze membership and citizenship from multiple standpoints including positions of exclusion</li> </ul>	



Goals	Outcome	Potential Indicators	Assessment Methods
Engaged Citizenship: Local to Global (continued)	12. Apply knowledge to complex issues such as social justice, globalization, economic growth and distribution, environmental sustainability, public health, etc, in increasingly broad spheres of influence	<p>Students apply knowledge to solve problems when they:</p> <ul style="list-style-type: none"> <li>• Engage in course activities that involve investigating, writing, discussing, and acting on critical issues</li> <li>• Engage in extra or co-curricular activities that address critical issues</li> <li>• Become informed and self-reflective community contributors</li> <li>• Modify personal behaviors in light of enhanced understanding of complex issues</li> <li>• Collaborate effectively with others to take action</li> <li>• Devise strategies that integrate competing demands</li> <li>• Navigate societal structures to effect action</li> </ul>	

# Sample Reflection Questions

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- What is your role at the community site?
- What were your initial expectations? Have these expectations changed? How? Why?
- What about your community involvement has been an eye-opening experience?
- What specific skills have you used at your community site?
- Describe a person you've encountered in the community who made a strong impression on you, positive or negative.
- Do you see benefits of doing community work? Why or why not?
- Has your view of the population with whom you have been working changed? How?
- How has the environment and social conditions affected the people at your site?
- What institutional structures are in place at your site or in the community? How do they affect the people you work with?
- Has the experience affected your worldview? How?
- Why does the organization you are working for exist?
- Did anything about your community involvement surprise you? If so, what?
- What did you do that seemed to be effective or ineffective in the community?
- How does your understanding of the community change as a result of your participation in this project?
- How can you continue your involvement with this group or social issue?
- How can you educate others or raise awareness about this group or social issue?
- What are the most difficult or satisfying parts of your work? Why?
- Talk about any disappointments or successes of your project. What did you learn from it?
- During your community work experience, have you dealt with being an "outsider" at your site? How does being an "outsider" differ from being an "insider"?
- How are your values expressed through your community work?
- What sorts of things make you feel uncomfortable when you are working in the community? Why?
- Complete this sentence: Because of my service-learning, I am...

# Service-Learning Reflection Activities

By Robin R. Jones ([jones@cas.usf.edu](mailto:jones@cas.usf.edu))

For helpful information and links on Service-Learning check: [www.cas.usf.edu/servicelearning](http://www.cas.usf.edu/servicelearning)

## Tried and True Teaching Methods to Enhance Students' Service-Learning Experience

Compiled by Professor Diane Sloan (Miami Dade Community College) and based on the work of Julie Hatcher and Robert Bringle in "Reflection Activities for the College Classroom (Indiana University-Purdue University Indianapolis)

1. **Personal Journal** - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher, 1996)
2. **Dialogue Journal** - Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the instructor to read and comment on. While labor intensive for the instructor, this can provide continual feedback to the students and prompt new questions for students to consider during the semester. (Goldsmith, 1995)
3. **Highlighted Journal** - Before students submit the reflected journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the instructor to identify the student to reflect on their experience in light of course content. (Gary Hesser, Augsburg College)
4. **Key Phrase Journal** - In this type of journal, students are asked to integrate terms and key phrases within their journal entries. The instructor can provide a list of terms at the beginning of the semester or for a certain portion of the text. Students could also create their own list of key phrases to include. Journal entries are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)
5. **Double-entry Journal** - When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)
6. **Critical Incident Journal** - This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as a part of the service-learning experience. Why was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a dilemma

for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken, Which of the above seems best to you now and why do you think this is the best response? (Hatcher, 1996)

7. **Three-part Journal** - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle, 1996)
8. **Free Association Brainstorming** - (This reflection session should take place no earlier than the end of the first 1/3 of the project experience.) Give each student 10-20 “post-its” and ask them to write down all the feeling they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all of the feeling they had when they experienced their first “field encounter.” After finishing question two completely, have them write down all of the feelings they are having “right now” regarding their service-learning experience. Encourage them to write down as many different brainstormed thoughts as possible (one for each card). Have three newsprint papers strategically located and taped to walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face. Ask students to now place their words on the newsprint paper that closest fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings. This exercise involves both writing and speaking and is seen as nonthreatening in an oral presentation sense. (Sloan, 1996)
9. **Quotes** - Using quotes can be a useful way to initiate reflection because there is an ample supply of them, and they are often brief and inspiring. Here are some quotes as examples you might want to use:
  - “If we do not act. We shall surely be dragged down the long, dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without insight.” —Dr. Martin Luther King, Jr.
  - “A different world cannot be built by indifferent people.” —Horace Mann
  - “I believe that serving and being served are reciprocal and that one cannot really be one without the other.” —Robert Greenleaf, educator and writer
  - “Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.” —Margaret Mead
  - “Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have.” —Oprah Winfrey

Quotes may be used in a variety of ways. You might give each student a page of quotes and ask them to pick one that fits his/her feelings about the service-learning project. Then you could ask them to explain why this quote represents his/her feelings. The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. (Diane Sloan, Miami Dade Community College)

10. **Quotes in Songs** - Ask the students to find a song where the singer uses lyrics that describe what he/

she feels about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. Even if they do not have the song, ask them to “say” the lyric that describes their feelings. This usually proves to be “fun” in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. You might also bring a bag of Hershey’s kisses, or something similar to keep the festive spirit going. (adapted from Prof. Gwen Stewart’s song speech, Miami Dade Community College)

11. **Reflective Essays** - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students. (Chris Koliba, Georgetown University)
12. **Directed Writings** - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, concepts) and structures a question for students to answer. For example, “William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage of Gray’s continuum?” A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content.
13. **Experiential Research Paper** - An experiential research paper, based on Kolb’s experiential learning cycle, is a formal that asks students to identify a particular experience at the service site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in inter-disciplinary interests and expertise to pursue issues experienced at the service site. Class presentations of the experiential research paper can culminate semester work. (Julie Hatcher, IUPUI)
14. **Service-Learning Contracts and Logs** - Service-learning contracts formalize the learning and service objectives for the course. Students, in collaboration with their instructor and agency supervisor, identify learning and service objectives and identify the range of tasks to be completed during the service experience. Oftentimes, a service-learning contract cannot be completed until the student is at the agency for a couple of weeks and has a clear idea of how their skills and expertise can be of service. A service log is a continuous summary of specific activities completed and progress towards accomplishing the service-learning goals. The contract and log can become the basis for reflection when students are asked to assess their progress towards meeting the identified objectives and identify the obstacles and supports that had an impact on their ability to achieve the service-learning objectives. These items can also be submitted in a service-learning portfolio as evidence of the activities completed.
15. **Directed Readings** - Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since textbooks rarely

challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing.

16. **Ethical Case Studies** - Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. (David Lisman, Colorado College)
17. **Structured Class Discussions** - Structured reflection sessions can be facilitated during regular class time if all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion: list phrases that describe your senses/feelings at the service site. List phrases that describe your actions at the service site. List phrases that describe your thoughts at the service site. What contradictions did you sense at the service site? What connections can you make between your service and the course content? (Nadine Cruz, Stanford University)
18. **Truth is Stranger than Fiction** - (This is an exercise that is best used toward the middle or end of the student's experience). Have the students break into groups of three (no more). Ask them to share the most unusual story that happened to them during their service-learning experience. Some students will be hesitant at first. If they really can't think of one, don't let them off the hook. Tell them to take the assignment home, write it and submit it at the next session. This usually motivates them to think of one rather quickly. In fact, most classes come up with some really interesting stories. Then have the class come together as a whole and share them. It is surprising how animated all of the students get. Even if it's not their own story, they feel some ownership if the person was in their group. Usually everyone ends up sharing a story. As you move through the exercise, even the reticent ones usually find themselves sharing something. Be prepared to prod these students a little, If you happen to have a class that's filled with interesting stories, you might want to save these stories and submit them to the Service-Learning Program for future use. (Diane Sloan, Miami Dade Community College)
19. **Student Portfolios** - This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate "proof" which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. "The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates." Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.
20. **It's My Bag** - Tell the students to find a bag at home (any bag). Then tell them to fill it with one (or two - depending on the time) item(s) that remind them of how they feel about their service-learning project. Tell them to bring this bag with the item(s) to the reflection session, and have them explain their items to

the rest of the class. The items that they bring usually turn out to be inspiring visual aids that bring out some great comments. (Adapted through a speech exercise provided by Prof. James Wolf, 1998)

21. **It's Your Thing/Express Yourself** - This reflection exercise takes a long time in preparation (probably several weeks, if you want them to use lots of creativity). You can use a solo version or group. Both usually turn out to be very rewarding for the individual performers and the class. Tell the students that they will have the opportunity to create their own version of their feeling toward the service-learning project. Examples could include poetry, visual art (paintings, drawings, sculpture), music (rap is a rather popular choice for this exercise), individually created games or puzzles, any form of creative outlet that gives the student the chance to perform or explain in front of the class is what you are looking for. Be sure to require that it must be some kind of individual work that he/she created. This type of reflection works well if you have each student create something. However, if you are limited for class time, ask them to form groups and give them the same directions explaining that at least one of each group member's feelings must be included in their creation. You will be amazed at the kind of creativity that surfaces either way you do it. (adapted from Multiple Intelligence exercises created by Profs. Michael and Donna Lenaghan, Miami Dade Community College)
22. **Small Group Week** - This is a simple alternative to full-class reflection sessions when you really want students to have a maximum amount of time to talk individually. Schedule the reflection sessions so that only a small number of students need to attend. The group should consist of no more than 10-12, if possible. The rest of the class will be scheduled to attend other class periods, using this period for whatever you want them to be doing outside of class. The students will feel more like sharing when you form the group in a small intimate circle and spend the period asking them questions related to their service-learning experience that encourage self-expression. (Prof. Dave Johnson, Miami Dade Community College)
23. **E-mail Discussion Groups** - Through e-mail, students can create a dialogue with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Students can rotate as a moderator of the discussion every two weeks. Instructors can post questions for consideration and topics for directed writings. A log can be printed to provide data about group learnings that occurred from the service experience.
24. **Class Presentations** - A way for students to share their service-learning experience with peers is to make a class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in public format. A similar presentation can be offered to the community agency as a final recognition of the students' involvement.

# Sample Partnership Agreement

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**Due:** Friday, October 7 (by start of class)

**Length:** 2-3 pages (double-spaced)

**Submit one proposal for the group working on the Course Project.** Include all group members' names.

**Assignment:** Before carrying out your Course Project, you will submit a proposal detailing what your group plans to do in carrying out this project. **Your proposal will be written jointly by all students working together on the project and your community partner must indicate their approval of the final version of your proposal** (written or electronic signature will be accepted). This proposal will outline what your Course Project will be, what questions you intend to explore, why it is an interesting or important project, how it will benefit others, how you will carry out this project, and what type(s) of research you will need to do to carry out this project.

In general, think of a proposal as addressing what? why? and how?. **What** will your project be and in **what** medium, **why** is it interesting or important to do this project and carry out research about this topic, and **how** you will carry out this project and answer these questions, including what types of research you will need to do to find out about this topic?

Questions to consider answering in your proposal include:

## Description: What?

- What is the general topic of your project?
- What questions do you intend to explore in this project? What issues will you investigate in this project?
- What will your project *do*? What are the goals of this project?
- What will you be producing in carrying out this project (e.g., a paper to be shared with Community Partners, an event, funds that were raised through the project, materials, etc.)? That is what deliverables will you create?
- What is involved in carrying out this project and in sharing this project with your audience (the class and community partners)?
- What types of *resources* are you going to need to carry out this project and how will you obtain them?
- What role will each member play in carrying out this project? (This may be taken from the MOU, with more detail if available at this point.)

## Rationale: Why?

- Why do you think it is an important and interesting project?
- What personal connections to or investment in this topic and project do you have? How does this project fit with your personal or academic interests and career goals?



- How is this project relevant to the course topics of sex and HIV and to the study of HIV and AIDS more generally?
- How will your project contribute to our understanding of sex, HIV, and AIDS?
- How will your project benefit others and whom will it benefit?

## Methodology: How?

- What types of research will you need to do to conduct this project? You do not have to do the research yet for this proposal; instead, think about the topics that you will need to learn more about. Then over the course of the semester you will do this research.
- What primary research will you conduct for this project and how will you conduct it? For example whom will you need to interview or survey to carry out this project?
- What secondary research will you conduct for this project and how will you conduct it? Remember that much research has been done to study not only the science of HIV and AIDS, but on best practices in fundraising for HIV/AIDS efforts, raising awareness with college students, addressing and dispelling stereotypes about HIV and AIDS, etc. Think broadly about the different topics and kinds of information that will help you carry out your project.
- How will you work with the course Community Partners (AIDS Wellness Center, Raise It Up Youth, YOUR Center) in carrying out this project?
- Open Issues: For the things you aren't yet clear about, create a running list of questions you'll need to solve along the way.

**Project Timeline:** How long is it going to take you to carry out this project? Please include a weekly outline that talks about what needs to be done each week to stay on track. While this timeline does not need to be overly detailed, it is very important to provide an outline with steps and deadlines. The course project is large and will take much longer than an all-nighter to conduct.

**Note:** These questions are meant to get you thinking. Your proposal does not need to answer these questions in this order; rather, think of these questions as a means of helping you figure out and articulate *what your project, rationale, and methodology are and what the deliverables, project timeline, and resources needed are*. Although you will most likely find that you need to refine or slightly alter your topic as you begin researching and working on it, consider this proposal a fairly serious commitment to the topic, medium, and outcome for your project.

# Community Partner Service-Learning Evaluation Form

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Organization Name: \_\_\_\_\_

Organization Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

The name of the UM-Flint professor you partnered with this semester: \_\_\_\_\_

The name of the UM-Flint class you partnered with this semester: \_\_\_\_\_

When did you work with this service-learning class?

September-December  January-April  May-June  July-August      Year: \_\_\_\_\_

Directions: The questions below relate specifically to your experience with the service-learning (SL) course and/or professor listed above. Your feedback will assist UM-Flint faculty and staff to improve this SL offering in the future.

Please describe how your organization expected to benefit from this service-learning partnership. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What service(s) did the students in this course provide to your organization? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please describe the impact of this service-learning project on your organization. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How was your organization included in the course (for example, were you a guest lecturer, did you attend a final project presentation, etc.)? \_\_\_\_\_

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What went well about the service provided by this course? \_\_\_\_\_

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What would you like to have occurred differently? (Include those things for which you, University Outreach Staff, and/or the professor have responsibility.) \_\_\_\_\_

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How were your contributions to the course, as a community partner, recognized? \_\_\_\_\_

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**Beside each statement, please rate your level of satisfaction with the SL planning and implementation experiences. (5 = very satisfied/excellent; 4 = satisfied/well above average; 3 = neither satisfied nor dissatisfied/adequate; 2 = dissatisfied/needs improvement; 1 = very dissatisfied/deficient; N/A = not applicable)**

I benefitted from partnering with this class as I had expected.	5	4	3	2	1	N/A
The students provided quality services or resources to meet my needs as promised.	5	4	3	2	1	N/A
Enough time was spent preparing the students for the service-learning experience.	5	4	3	2	1	N/A
The additional responsibilities that the service-learning required were manageable for me.	5	4	3	2	1	N/A
The students worked with me in a professional manner.	5	4	3	2	1	N/A

The students worked well together.	5	4	3	2	1	N/A
I received the support I requested from University Outreach.	5	4	3	2	1	N/A
University Outreach staff communicated in a timely manner.	5	4	3	2	1	N/A
The professor and I maintained contact.	5	4	3	2	1	N/A
The professor and I were responsive to each other's needs.	5	4	3	2	1	N/A
Overall, how would you rate your service-learning experience?	5	4	3	2	1	N/A

Please explain items rated 3-1 above. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Would you partner with a service-learning course again?  Yes  No  Maybe

Please explain: \_\_\_\_\_

What other resources or services would you like from University Outreach: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Additional comments or suggestions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Faculty Service-Learning Evaluation Form

Faculty Name: \_\_\_\_\_ Department: \_\_\_\_\_

Course Name/Number: \_\_\_\_\_

Semester:  Fall     Winter     Spring     Summer    Year: \_\_\_\_\_

Directions: The questions below relate specifically to the service-learning (SL) component within the course listed above. Your feedback will assist University Outreach staff in improving SL support services in the future.

Please explain how you intended for the service activities to relate to your course objectives.

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What kinds of service activities and/or assignments did you include? \_\_\_\_\_

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What kinds of reflection activities and/or assignments did you include? \_\_\_\_\_

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Community Partner(s) (organization/contact name): \_\_\_\_\_

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How was the community partner included in the course (e.g. guest lecture, final project presentation, etc.) \_\_\_\_\_

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What went well about the service-learning component of this course? \_\_\_\_\_

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What would you like to have occurred differently? (Include those things for which you, University Outreach Staff, and/or your community partner(s) have responsibility.) \_\_\_\_\_

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How were the community partner's contributions recognized? \_\_\_\_\_

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In what way(s) was civic engagement and/or social justice promoted? \_\_\_\_\_

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**Beside each statement, please rate your level of satisfaction with the SL planning and implementation experiences. (5 = very satisfied/excellent; 4 = satisfied/well above average; 3 = neither satisfied nor dissatisfied/adequate; 2 = dissatisfied/needs improvement; 1 = very dissatisfied/deficient)**

I believe my students' subject matter comprehension was increased by the service-learning experience.	5	4	3	2	1	N/A
I believe classroom discussions were enhanced by the service-learning experience.	5	4	3	2	1	N/A
Enough time was spent in class preparing students for the service-learning experience.	5	4	3	2	1	N/A
The additional responsibilities (for professor) that the service-learning required were manageable.	5	4	3	2	1	N/A
I received the support I requested from University Outreach.	5	4	3	2	1	N/A
University Outreach staff communicated in a timely manner.	5	4	3	2	1	N/A
The community partner(s) were a good fit for my course.	5	4	3	2	1	N/A
I believe the needs of my community partner(s) were well met.	5	4	3	2	1	N/A
The community partner(s) and I maintained contact.	5	4	3	2	1	N/A

The community partner(s) and I were responsive to each other's needs.	5	4	3	2	1	N/A
All of my students constructively contributed to the service-learning experience.	5	4	3	2	1	N/A
Overall, how would you rate your service-learning experience?	5	4	3	2	1	N/A

Please explain items rated 3-1 above. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Will you teach this course with a service-learning component again?  Yes  No  Maybe

Please explain: \_\_\_\_\_

What other resources or services would you like from University Outreach: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Additional comments or suggestions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Student Service-Learning Evaluation Form

Course Name/Number: \_\_\_\_\_

Semester:  Fall     Winter     Spring     Summer    Year: \_\_\_\_\_

Directions: The questions below relate specifically to the service-learning (SL) component within the course listed above. Your feedback will assist faculty and staff in improving this SL offering in the future.

What was the name of your service-learning project? \_\_\_\_\_

\_\_\_\_\_

Briefly describe your SL project and your role/activity. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did you find most valuable about your service-learning experience this semester? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Approximately how many children/adults did you work with and/or impact? \_\_\_\_\_

Approximately how many hours did you expend for your SL project? \_\_\_\_\_

**How did you benefit from your community or service-learning experience? (Check all that apply.)**

## Academic and Intellectual Development

- Higher level thinking skills (critical thinking, problem solving)
- Application of academic knowledge skills to “real life” problems
- Skills in learning from experience (asking questions, observing, synthesizing)
- Communication skills (listening, providing feedback, articulating ideas)
- Knowledge of people

## Social Growth and Development

- Concern for the welfare of a broader number of people
- Understanding and appreciation of people with diverse backgrounds
- Skills in caring for others



- Likelihood of involvement with community or civic affairs
- Knowledge of service-related careers
- Self-esteem (sense of personal worth or competence)
- Self-understanding (insight into myself)
- Sense of usefulness (doing something worthwhile)
- Personal power (belief that I can make a difference)
- Openness to new experiences

**Beside each statement, please rate your level of satisfaction with the SL experiences you participated in this semester. (5 = very satisfied/excellent; 4 = satisfied/well above average; 3 = neither satisfied nor dissatisfied/adequate; 2 = dissatisfied/needs improvement; 1 = very dissatisfied/deficient; N/A = not applicable)**

The SL experience helped me better understand some of the concepts presented in the course.	5	4	3	2	1	N/A
I was able to apply the concepts I learned in class to the SL experience.	5	4	3	2	1	N/A
Enough time was spent in class preparing me for my SL experience.	5	4	3	2	1	N/A
Communication with and support from your faculty member.	5	4	3	2	1	N/A
Direct communication with and support from University Outreach.	5	4	3	2	1	N/A
The time spent on the service project was reasonable.	5	4	3	2	1	N/A
My group worked well together.	5	4	3	2	1	N/A
Each member of my group contributed to the SL experience.	5	4	3	2	1	N/A
SL in this course strengthened the learning experience.	5	4	3	2	1	N/A
Active learning was challenging.	5	4	3	2	1	N/A
Overall, how would you rate your service-learning experience in this course?	5	4	3	2	1	N/A

Please explain items rated 3-1 above. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you had the opportunity, would you participate in a service-learning course again?

Yes  No  Maybe

Please explain: \_\_\_\_\_

Additional comments or suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Privilege Exercise


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## Activity Instructions

- “Line up in a circle around the room, facing inward. Stand a shoulder width apart in the middle of your space so that you will have room to take a step forward and a step backward.”
- “This is an exercise in silence. It is a time to be reflective about your life experience and that of other people in the community.”
- “I will read a list of statements. At the end of each statement, I will ask you to take either a step forward or a step backward if the statement applies to you. Pause and look around the room, then return to your original position in the middle of your space.”


## Activity Statements

1. If your ancestors were forced to come to the USA, not by choice, take one step back.
2. If your primary ethnic identity is American, take one step forward.
3. If you were ever called names because of your race, class, ethnicity, gender or sexual orientation, take one step back.
4. If you were ever embarrassed or ashamed of your clothes, house, car, etc., take one step back.
5. If you ever tried to change your appearance, mannerisms or behavior to avoid being judged or ridiculed, take one step back.
6. If you studied the culture of your ancestors in elementary school, take one step forward.
7. If you went to school speaking a language other than English, take one step back.
8. If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back.
9. If one of your parents was unemployed or laid off, not by choice, take one step back.
10. If you were ever discouraged from academic participation or jobs because of race, class, ethnicity, gender or sexual orientation, take one step back.
11. If you were encouraged to attend college by your parents, take one step forward.
12. If prior to age 18 you took a vacation out of the country, take one step forward.
13. If one of your parents did not complete high school, take one step back.
14. If your family owned their own home, take one step forward.
15. If you saw members of your race, ethnic group, gender or sexual orientation portrayed on television in degrading roles, take one step back.
16. If you were ever denied employment because of your race, ethnicity, gender or sexual orientation, take one step back.
17. If you were paid less, treated less fairly because of race, ethnicity, gender or sexual orientation, take one step back.
18. If you were ever accused of cheating or lying because of your race, ethnicity, gender or sexual orientation, take one step back.

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19. If you ever inherited money or property, take one step forward.
  20. If you had to rely primarily on public transportation, take one step back.
  21. If you were ever stopped or questioned by the police because of your race, ethnicity, gender or sexual orientation, take one step back.
  22. If you were ever afraid of violence because of your race, ethnicity, gender or sexual orientation, take one step back.
  23. If you were generally able to avoid places that were dangerous, take one step forward.
  24. If you ever felt uncomfortable about a joke related to your race, ethnicity, gender or sexual orientation, take one step back.
  25. If you were ever the victim of violence related to your race, ethnicity, gender or sexual orientation, take one step back.
  26. If your parents did not grow up in the United States, take one step back.
  27. If your parents told you that you could be anything you wanted to be, take one step forward.

**The following questions have to do with one's race, color, or ethnicity. Step forward if the statement rings true for you. Because of my race, color, or ethnicity...**

28. I can be in the company of people of my race most of the time.
29. If I should need to move, I can be pretty sure of renting or purchasing housing in an area I can afford and in which I would want to live.
30. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
31. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
32. When I can turn on the television or open the front page of the paper and see and see people of my race widely and positively represented.
33. When I am told about our national heritage or about "civilization," I am shown that people of my race made it what it is.
34. I can be sure that my children will be given curricular materials that testify to the existence of their race.
35. I can go into a bookshop and count on finding the writing of my race represented; into a supermarket and find the staple food which fit with my cultural traditions; into a hairdresser's shop and can find someone who can do my hair.
36. I can arrange to protect my children most of the time from people who might mistreat them because of their race.
37. I can swear and dress in secondhand clothes, or not answer letters, without having people attribute these choices to the bad morals, poverty or illiteracy of my race.
38. Whether I use checks, credit cards, or cash, I can count on my skin color not working against the appearance that I am financially reliable.
39. I can do well in a challenging situation without being called a credit to my race.

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40. I am never asked to speak for all the people of my racial group.
  41. I can remain oblivious to the language and customs of persons of color without feeling, from people of my race, any penalty for such oblivion.
  42. I can criticize our government and talk about how much I fear its politics and behavior without being seen as a racial outsider.
  43. I can be pretty sure that if I ask to talk to “the person in charge,” I will be facing a person of my race.
  44. If a police officer pulls me over, I can be sure I haven’t been singled out because of my race.
  45. I can conveniently buy posters, postcards, picture books, greeting cards, and children’s magazines featuring people of my race.
  46. I can go home from most meetings or organizations I belong to feeling somewhat tied-in, rather than isolated, out-of-place, outnumbered, invisible feared, or hated.
  47. I can take a job or attend college with an affirmative action employer without having co-workers or colleagues suspect that I was hired or admitted because of my race.
  48. If my day, week, or year is going badly, I do not have to do any mental work trying to figure out whether my race played a role in it.
  49. I can be sure that if I need legal or medical help, my race will not work against me.
  50. I can worry about racism without being seen as self-interested or self-seeking.
  51. I can comfortably avoid, ignore, or minimize the impact of racism on my life.
  52. I can choose blemish cover or bandages in “flesh” color and have them more or less match my skin.

## Processing/Discussion

1. How did this exercise make you feel?
2. What were your thoughts and what did you learn as you did this exercise?
3. How did your environment influence your response to this activity?
4. Would your placement have been different if the exercise included questions about disability or religion?
5. What do you need to consider when interacting with people who were exposed to a different set of rules or ideas?

## Sources

[http://www.ncti.org/contactcommerce/images/resources/Privilege\\_Exercise.pdf](http://www.ncti.org/contactcommerce/images/resources/Privilege_Exercise.pdf)

[www.culturesconnecting.com/docs/WhitePrivilegeExercise.doc](http://www.culturesconnecting.com/docs/WhitePrivilegeExercise.doc)

<http://userpages.umbc.edu/~korenman/wmst/privilege1.html>

# Notes

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