

Milena Ristovska

GUIDELINES
FOR
EFFECTIVE INTRODUCTION
AND IMPLEMENTATION
OF
SERVICE-LEARNING IN HIGHER EDUCATION

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This publication is dedicated to all the avid learners who are not afraid to face challenges, and tackle their fears and doubts as they strive to achieve something meaningful! It is also dedicated to all the mentors and academic advisors, as well as to our parents who gave us the freedom to explore, who showed us where to look but didn't tell us what to see, and who believed in us during each and every step of the way. Without their patient guidance, constant encouragement and constructive criticism we would not have reached our personal 'Ithaca'!

Ithaca

by Constantine P. Cavafy¹

*When you set out for Ithaca
ask that your way be long,
full of adventure, full of instruction.
The Laistrygonians and the Cyclops,
angry Poseidon - do not fear them:
such as these you will never find
as long as your thought is lofty,
as long as a rare emotion touch your spirit and your body.
The Laistrygonians and the Cyclops,
angry Poseidon - you will not meet them
unless you carry them in your soul,
Unless your soul raise them up before you.*

*Ask that your way be long.
At many a Summer dawn to enter
with what gratitude, what joy -
ports seen for the first time;
to stop at Phoenician trading centers,
and to buy good merchandise,
mother of pearl and coral, amber and ebony,
and sensuous perfumes of every kind,
sensuous perfumes as lavishly as you can;
to visit many Egyptian cities,
to gather stores of knowledge from the learned.*

*Have Ithaca always in your mind.
Your arrival there is what you are destined for.
But don't in the least hurry the journey.
Better it last for years,
so that when you reach the island you are old,
rich with all you have gained on the way,
not expecting Ithaca to give you wealth.
Ithaca gave you a splendid journey.
Without her you would not have set out.
She hasn't anything else to give you.*

*And if you find her poor, Ithaca hasn't deceived you.
So wise you have become, of such experience,
that already you'll have understood what these Ithakas mean.*

¹ Retrieved on July 8, 2012 from: <http://www.poemhunter.com/poem/ithaca/>

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LIST OF ABBREVIATIONS

AEIF	U. S. Department of State Alumni Engagement Innovation Fund
CBL	Community-Based Learning
ELT	Experiential Learning Theory
GPA	Grade Point Average
IRB	Institutional Review Board
JFDP	Junior Faculty Development Program
NACD	Needs Analysis and Course Design – course taught at the Southeast European University, Tetovo.
NGO	Non-governmental organization
PLaCE	Partnering Landscape and Community Enhancement program at Iowa State University's College of Design
SL	Service-learning
ZDP	Zone of Proximal Development

PREFACE BY THE EDITOR-IN-CHIEF

I remember that late afternoon in February 2011, when Dr. Aida Koçi and I sat in one café to discuss the main points of our potential project application for the Alumni Engagement Innovation Fund competition 2011. That was the first time the competition had been opened and we had no one to consult for previous experiences concerning the application process. Moreover, this was to be only my second project application, following the first successful story in my track record – organizing the Regional JFDP Alumni Conference “Enhancing Accessibility of the Higher Education to the Disabled”, November 22 – 24, 2010 in Skopje/Ohrid, Macedonia, funded by the Junior Faculty Development Program Alumni Grant.

Simply said, we were overwhelmed. On one side, we were very well aware of the importance of the topic we were to apply with (initiation of utilizing the service-learning methodology in higher education institutions in Macedonia and Croatia), and on other, we had to be appreciative of the immense significance of the targeted community with our project proposal (the persons with disabilities, whose rights for equal access to education and life represent a continuous struggle in our societies). However, I believe that precisely this synergy was crucial for compiling the final version of our project proposal titled “Ensuring Equal Access through Service Learning for Persons with Disabilities”[†]. We, the project proponents, both emanating from the higher education institutions and being granted the honors to carry the title State and/ or JFDP Alumni, were expected to identify and distinguish such societal issues that need immediate, fervent and enthusiastic approach in order to at least facilitate if not to enable a decent life with equal opportunities for our fellow citizens – the persons with disabilities. What is special about our project is that we tend to consider our endeavors far beyond the everyday understanding of the syntagma ‘*equal access and equal rights for the persons with disabilities*’, because, in parallel and de facto, it is a fight for our rights and for ourselves – all of us in a certain period of our lives were, are, or shall become persons with certain kinds of individual needs which the persons with disabilities are facing on a daily basis.

I drew the energy and strive for writing our project proposal from the experiences I gained during my previous study visits in the USA, Germany, Japan and some other European countries. While working and temporarily living in these states, I started to be fully aware and observant of the persons with various types of disabilities – on the street, in institutions of all levels of education, in the theater, opera, movies, markets, parks, sports events – and moreover, I began seeing how they experience the joys of everyday life. It would be my dream come true to have such conditions for our fellow citizens in our countries. Therefore, I consider this project as just another pave in the yellow-brick-road towards the wisdom and the magic which will help us discover the deepest and the most secluded parts of our hearts and minds needed to fully embrace the persons with disabilities.

As for this publication, it is only *one of the outcomes* our AEIF project has produced in its attempt to ensure equal access for the persons with disabilities. It is meant to enable the faculty and staff (primarily but not exclusively) in the institutions of higher education to expand on their imagination and to seek new ways and methods of teaching so that issues, such as enabling equal access for certain groups of users/ consumers/ customers, be it, in this case, the persons with disabilities, could be incorporated in the curriculum. It aims to put the service-learning methodology in the spotlight and to explain how it should be utilized to build a multidimensional and multifold synergy between the faculty, the students, the institutions and the wider community. It aims at strengthening the awareness that we should all join our efforts to fight for common needs and a better and more meaningful life, as well as extend over to guarantee, secure, maintain, promote and fight for equal rights of the persons with disabilities in all levels and sections of life and society, in general.

[†] <http://www.equalaccess4pwds.org/>

First, on behalf of the entire project team, I would like to express appreciation to the **State Alumni Office**, the **AEIF Management** and the **AEIF Review Board** for their decision to select our proposal among 683 projects worldwide in the first round, among the 137 short-listed – where we ended up 3rd after the worldwide transparent voting – and among the 38 projects that finally obtained funding. I also believe that our success would not have been possible without the continuous support from the team working in the **Public Affairs Office at the US Embassy in Macedonia**. My deepest gratitude goes to **Mr. John Surface**, the former Attaché for Cultural and Educational Affairs in the US Embassy in Macedonia, who recognized the importance of our idea, believed in us, and thus, provided moral and logistical support of his team throughout the application process. He paved the way of a fruitful work of his successor **Mr. Brian P. Bauer** whom we owe the moral and logistical support throughout the implementation phase of the project.

I take this opportunity to thank *the forces of nature and cause* that brought my friend and JDFP fellow **Ms. Milena Ristovska** from the Institute for Knowledge and Innovation, George Washington University, Washington DC, in the exact time and place when we needed her the most. Moreover, I'd like to thank her for her prompt readiness to accept the role of the leading author and to compile these guidelines under the supervision of another friend of mine, and the project co-leader from Macedonia, **Dr. Aida Koci** –a JFDP alumna and Assistant Professor affiliated to the South East Europe University in Tetovo. Undoubtedly, Aida is the real pioneer in implementing the service-learning methodology in Macedonia. I believe we made the right decision with the choice of the author and the main contributor.

It is a commonly shared impression among all the members of the project that this publication would not have been of the same quality if it hadn't been for our co-editor from The George Washington University – **Michael A. Stankosky**, D. Sc., Chairman of the Institute for Knowledge and Innovation. I especially thank him for his prompt reply to our invitation for collaboration, for truly putting rigor in the research and the writing process, and last, but not least, for being just a click away and helping us across thousands of miles and time zones. It truly is a remarkable contribution to our project!

Further, I express my gratitude to my project co-leaders from Croatia **Dr. Ivana Bilic**, affiliated to the University of Split, Croatia and **Dr. Jerko Markovina**, affiliated to the University of Zagreb, Croatia and the *complete team* of our project consisted of people who are full of enthusiasm and prepared to follow the working pace dictated by this project's timeline.

Last but not least, I express my gratitude to my friends and collaborators **Ms. Daniela Stojanovska Djingovska** from the **Association of the Students and Youth with Disabilities**, **Ms. Jagoda Risteska** and **Ms. Jasmina Risteska** from **Mobility Challenge**, **Ms. Biljana Manevska**, **Ms. Vesna Stojanovska** and all the other persons with disabilities who entered our lives, and touched our hearts. They act as the backbone of this and every future project in this area and represent the moral nexus where we continuously draw our ideas and energy from.

With our work, I can only hope that we have justified the expectations we set for and from ourselves.

Skopje,
August 2012

Lead Editor and Project Leader

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PREFACE BY THE AUTHOR

Anyone who has ever attended a Junior Faculty Development Program (JFDP) orientation session, pre-departure orientation meeting or a re-entry session has heard the phrase “JFDP is such a life-changing experience” many times. In fact, we keep hearing it so often that it instantly becomes ‘the buzz-word of the day’ or ‘the mantra’ of anyone who has ever been a visiting scholar within this program. It is ‘the enticement’ that American Councils of International Education offer to every faculty member who aspires to achieve excellence in their academic career.

And before you get the idea that this would be one of the many clichés or nonsenses you hear every once in a while, let me tell you that the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State and American Councils of International Education absolutely deliver their promise! I am only one of hundreds of JFDP fellows whose academic and personal life has been tremendously changed because of a study visit at a university in USA.

The study visit at School of Business, George Washington University in 2009 set off my ‘Odyssey’ of establishing contacts with foreign educators, attending lectures, and becoming a PhD student at School of Engineering and Applied Science, George Washington University – something that was far beyond any of my wishes and expectations. What is more, I became closest friends with Rozita Petrinska – Labudović, Zorica Trajkova, Ana Lazarevska, Jane Božinovski, Aleksandar Naumoski and Marija Grišin (‘THE FAMILY’ as we often call ourselves and tag our joint photos on Facebook) and became a member of ‘The JFDP tribe’ that keeps on growing and growing with every communication I have with Ivana Bilić, Jerko Markovina, Velika Pejovska – Angelkova, Nikola Levkov, Niyaz Yagublu, Nataša Krivokapić, Krešimir Krolo, Mirta Bijuković – Maršić, Meldina Kokorović – Jukan, Natalya Borgul, Zamzagul Kashkinbayeva, Gubad Bayramov and others over Skype, Facebook, and in person. For now, for me nothing comes close to this amazing cultural exchange and exchange of experiences! As much as I don’t like cheesy phrases, I still feel I need to thank you all for enriching my life and always bringing a smile with your gestures of friendship!

In fact, this publication is a result of a meeting with Ana, Ivana, Velika, Jerko, Bojan Karanakov, Bogdan Jovanovski and others that happened ‘accidentally on purpose’ during the fifth workshop of AEIF project “Equal Access through Service Learning for Persons with Disabilities”. It surely would not have been possible without Asst. prof. Ana Lazarevska’s trust in my research and writing capabilities and the incredible creative input by Aida Koçi, Assistant Professor at The Faculty for Languages, Cultures and Communications, South East European University, Tetovo.

Starting from 2005, Asst. prof. Koçi and prof. Sandra Bruno put on a meaningful service-learning project for English language students in the course *Needs Analysis and Course Design (NACD)* implemented at the Southeast European University, Tetovo. This was the first time that a service-learning project has been used in the higher education curriculum as an innovative methodology in Republic of Macedonia. As a true pioneer of service-learning in Macedonia, Asst. prof. Koçi was a valuable ‘advisor’ to me – she helped me put the ‘skeleton’ of these guidelines and made the process of creative writing really easy for me by meeting me only once and emailing back and forth on daily basis. I would like to thank her for the help and expertise in the domain of: current state of service-learning in Macedonia; community outreach; goals of service-learning; approaches to designing service-learning curriculum; implementation in classroom; teachers’ role in a service-learning project, and differences between service-learning and volunteerism in Chapter 1.

I would also like to express my gratitude to **The George Washington University**, Washington DC and **Gelman Library** for the access that I have to thousands of scholarly journals, reference books, international literature, competent faculty and administrative staff members, and much more during the course of my Doctoral studies and particularly while working on this publication. This booklet of

guidelines is a direct result of a three-year long collaboration with **Prof. Francesco Calabrese**, Managing Director of Institute for Knowledge and Innovation (IKI), **Dr. Rudolph Garrity**, IKI Associate Director, UOM Total KM Education (TKE), **Prof. Stuart Umpleby**, Research Program in Social and Organizational Learning, School of Business, and many others affiliated with the **School of Business** and **School of Engineering and Applied Science**.

Finally, I would like to express gratitude to my former academic advisor, **Prof. Michael A. Stankosky**, Senior Director and Chairman of the Institute for Knowledge and Innovation, for insisting on maintaining high standards of academic excellence and his critical help in putting these guidelines together and **Prof. Thomas Mazzuchi**, Chair of the Engineering Management and Systems Engineering (EMSE) Department, School of Engineering and Applied Science for enabling me the access to the financial and administrative resources of EMSE as a doctoral student at this department.

'GUIDELINES FOR EFFECTIVE INTRODUCTION AND IMPLEMENTATION OF SERVICE-LEARNING IN HIGHER EDUCATION' consists of three major parts:

- CHAPTER 1 – UNDERSTANDING SERVICE-LEARNING
- CHAPTER 2 – PRACTICAL ASPECTS OF EMBEDDING SERVICE-LEARNING IN HIGHER EDUCATION INSTITUTIONS
- CHAPTER 3 – CONCLUDING REMARKS AND POSSIBLE FUTURE STEPS

Because of the incredible importance of real life practical examples and case studies illustrating service-learning in action, the members of the team working on this project almost unanimously reached the conclusion that it would be best if a separate publication containing 'service-learning success stories' was written and published. We like to believe that with that collection of case studies 'the circle would be complete' and that anyone in Republic of Macedonia and in the Balkans would find a quality read when pursuing research or teaching interests or maybe even pursuing the interest of setting service-learning up in practice.

**Skopje,
August 2012**

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CHAPTER 1

UNDERSTANDING SERVICE-LEARNING

Introduction

Due to rapid and complex changes in the social, political and economic context of higher education that have been going on for over a quarter of a century now, we are witnessing a dramatic prevalence of service-learning courses in higher education. As we see a growing number of colleges and universities deliberately tying civic engagement activities into access and success initiatives, we realize that like never before, service-learning proves to be one of the most powerful tool of civic engagement and an incredible catalyst of higher education and societal transformation.

According to Campus Compact's¹ most recent annual member survey, "students at the organization's 1,198 member campuses contributed an estimated 366 million hours of service to their communities, worth some \$7.6 billion, through campus-organized programs during the 2008–2009 academic year (Campus Compact, 2009). Many of these hours are spent addressing pressing needs in communities related to access and success, including in programs focusing on K-12 education (reported at 89% of responding campuses), tutoring (82%), mentoring (80%), and reading and writing (78%), as well as initiatives aimed specifically at increasing access to and success in higher education (70%)."²

In the broadest sense of the word, service-learning is a relatively new, innovative pedagogical approach for both more effective teaching and well-grounded experiential learning which incorporates learning in the classroom with the broader community by engaging students in organized projects where they apply skills and knowledge, critical thinking and reflection in order to meet an identified need in their community. The purpose of these systematically organized service experiences is to:

- Help meet the actual community needs;
- Serve as an instrument for achieving communal and societal goals, and
- Enhance what is taught in school by extending student learning beyond the classroom and into the community.³

Although a prominent concept and practice on a global level, service-learning is still in its 'infancy phase' when it comes to its implementation in higher education institutions in Republic of Macedonia.

¹ Campus Compact is an American national coalition of nearly 1,200 college and university presidents—representing some 6 million students—who are committed to fulfilling the civic purposes of higher education. Its membership includes public, private, two- and four-year institutions across the spectrum of higher education which put into practice the ideal of civic engagement. The approaches used to achieve this include: sharing knowledge and resources with their communities; creating local development initiatives, and supporting service and service-learning efforts in areas such as K-12 education, college access and success, health care, the environment, hunger/homelessness, literacy, and senior services. Campus Compact is the only national higher education association in U. S. dedicated solely to campus-based civic engagement. Its work is focused on: 1) Promotion of public and community service that develops students' citizenship skills; 2) Helping campuses forge effective community partnerships, and 3) Provision of resources and training for faculty seeking to integrate civic and community-based learning into the curriculum.

² Cress, Christin M., Cathy Burack, Dwight E. Giles, Julie Elkins, and Margaret Carness Stevens (Eds.), 2010, *A Promising Connection: Increasing College Access and Success through Civic Engagement*, Boston, MA: Campus Compact, p. 3.

³ Corporation for National and Community Service, *Learn and Serve America: Using Service as a Vehicle for Learning—A Most Valuable and Powerful Lesson*, Available from: <http://www.nationalservice.gov/about/programs/learnandserve.asp>

The first steps towards its introduction in our country date from 2010 when the **Regional JFDP Alumni Conference** on enabling general accessibility (in particular of education) and implementing equal rights for the people with disabilities was held in Ohrid.⁴ The discussions and analysis at this conference, as well as the individual work of each of the conference participants resulted in a **Draft action plan** which clearly indicates that one of the best approaches towards tackling this complex issue is the service-learning concept. Namely, the service-learning concept enables immediate involvement of the most affected stakeholders while in parallel they work not only for the benefit of themselves and their closest environment, but as well for their empowerment, promotion and involvement in the society towards raising awareness and initiating real implementation of real actions which lead to alleviating the barriers to general accessibility for people with disabilities.⁵

A significant step forward toward a more prominent establishment of service-learning concept was the start of the project 'Equal Access through Service Learning for Persons with Disabilities' funded by the U. S. Department of State Alumni Engagement Innovation Fund (AEIF).⁶ The project aims at:

- (1) Raising awareness for the necessity of a correct attitude towards persons with disabilities, and
- (2) Enabling, promoting and guaranteeing equal rights of these individuals.

The major project activities include:⁷

1. **Status-quo analysis** focusing on:
 - Individual needs of the persons with disabilities, in particular during education implemented/existing methodologies currently in use at selected universities in Macedonia and Croatia.
 - (Non)Existence of special educational programs for persons with disabilities.
2. Organization of a **series of workshops** involving different stakeholders:
 - Workshops 1 and 2 (*faculty/students*)
 - Identification of the special needs of people with disabilities. Analysis of the psychological background, approach and correct attitude. Encouragement and promotion of cooperation among students with and or/ without individual needs. Needs Analysis and Course Design.
 - Workshops 3 and 4 (*faculty/students*)
 - Understand and implement the service-learning concept by conducting case studies in Macedonia and Croatia for the purpose of obtaining insights relating to technical, physical/architectural, informational, curricular and legal accessibility issues.
 - Workshop 5 (*all stakeholders*)
 - Adaptation of existing methodology and incorporation of psychological background when practically approaching to/working with persons with disabilities.
 - Workshop 6 (all stakeholders) – **upcoming**
 - Presentation of the practical experiences and results from the field work.
3. Conducting **field work** (Case studies) in Macedonia and Croatia

⁴ <http://www.maaa.com.mk/jfdp-conference-2010>

⁵ Lazarevska, Ana and Atanasovski, 2010, *Draft Action Plan resulting from the regional JFDP Alumni Conference 'Enhancing Accessibility of the Higher Education to the Disabled'*, November 22-24, 2010 in Skopje/ Ohrid, Republic of Macedonia, Skopje, Macedonia: MAAA, Downloadable from: http://www.maaa.com.mk/sites/default/files/Action%20Plan_eng.pdf

⁶ A short narrative of the project application is available at: http://www.equalaccess4pws.org/sites/default/files/resources/AEIFproposal_MK_CR_finalists_narrative_new.pdf

⁷ <http://www.equalaccess4pws.org/project-activities>

4. **Public awareness campaign – ongoing.**
5. Printing and distribution of **publications** from the project – *in progress*.
6. Setting up a **web site** to serve as an interface platform among all involved stakeholders.

A more detailed description of the outcomes of these activities is available on the web site under the category ‘Activities and Outcomes’.⁸

According to Aida Koçi, Assistant Professor at The Faculty for Languages, Cultures and Communications, South East European University, Tetovo, the importance of service-learning projects in general, but particularly for our country should not be underestimated, not least because Macedonia seeks for the accession to the European Union. The examination of current politics and issues that communities face through cooperation and inclusion of minority groups is essential for the advance of our community in these times of globalization. By dealing with different important issues, analyzing them, consulting and developing solutions to community problems, the awareness of the relation between personal, regional, national and global effects or consequences is being promoted.

Asst. prof. Koçi also opines that, unfortunately, this is the case not only in Macedonia. She sees a general lack of knowledge about people with special needs and lack of civic engagement throughout Southeast Europe as well and feels that we need to work on building a new agenda for civic participation to reach out the marginalized members of our communities. Some of the ways to achieve this is by (1) critically assessing current government policies and (2) evaluating the ways in which schools support youth participation and provide diversity of scholarly activities. Furthermore, one important challenge in increasing professors' motivation to participate in community engagement activities is the academic reward structure. The current standards for promotion and tenure in Macedonia give no points to engagement and do not account for the time and endeavor to produce community-based research compared to other research methods. The total number of publications is most often used as a unit of measure for academic work. A fundamental step forward would be if institutions rewarded those efforts in promotion and tenure reviews with the purpose of: improving the educational institutions' public image; providing equal opportunities; showing respect for diverse students' population, and working together with the community to solve broader societal problems.

Approaches to Defining Service-Learning

A more thorough search and analysis of relevant literature and studies in the field of service-learning reveals diverse approaches to defining it:

- “Service learning is a philosophy and teaching methodology that integrates meaningful community service into course curriculum to enhance academic rigor by helping students achieve learning outcomes”.⁹
- “Service-learning is a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth, and civic engagement. Students render meaningful service in community settings that present them with experiences related to academic material. Through guided reflection, students—individually and in groups—examine their experiences critically and articulate specific learning outcomes, thus enhancing the quality of their learning and of their service.”¹⁰

⁸ <http://www.equalaccess4pws.org/activity-list>

⁹ George Washington University Service-Learning Advisory Board, 2007, *Report on Service-Learning*, Washington, DC: The George Washington University, p. 4.

¹⁰ Ash, S. L., P. H. Clayton, and M. Atkinson, 2005, ‘Integrating Reflection and Assessment to Capture and Improve Student Learning’, *Michigan Journal of Community Service Learning*, Vol. 11, Issue 2, pp. 49–59, p. 51 as cited in Peters, Kimberly A., 2011, ‘Including Service Learning in the Undergraduate Communication Sciences and Disorders Curriculum: Benefits, Challenges, and Strategies for Success’, *American Journal of Audiology*, Vol. 20, pp. 181–196, p. 181.

- “Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning is a structured learning experience that combines community service with preparation and reflection. Service learning provides college and university students with a “community context” to their education, allowing them to connect their academic coursework to their roles as citizens.”¹¹
- The 1990 Community Service Act defines service learning as a method of learning in which students render needed services in their communities for academic credit, using and enhancing skills with time to “reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility”.¹²
- “Service learning is an evolving pedagogy that incorporates student volunteering into the dynamics of experiential learning and the rigors and structure of an academic curriculum. In its simplest form, service learning entails student volunteering in the community for academic credit.”¹³
- “Service learning is defined as 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.”¹⁴
- According to the National and Community Service Trust Act of 1993: “Service-Learning is a method whereby students learn and develop through an active participation in thoughtfully organized service that is conducted in and meets the needs of communities. It is coordinated with an elementary school, secondary school, institutions of higher education, or community service program and the community. Service-learning helps foster civic responsibility. It is integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled. And it provides structured time for students or participants to reflect on the service experience.”¹⁵

Key Specifics or Dimensions of Service-Learning

This immense body of definitions of service-learning can be categorized under several ‘labels’ representing distinct approaches to it. Or better yet, this lack of consensus, which is apparent when trying to describe what specifically service-learning is, reveals the multi-dimensional and complex nature of the service-learning concept.

¹¹ Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health. Faculty Toolkit for Service Learning in Higher Education*. Scotts Valley, CA: National Service-Learning Clearinghouse, p. 5. Retrieved on June 02, 2012 from: http://www.uri.edu/acadsupp_services/slearn/documents/HEToolkit.pdf

¹² The National and Community Service Act of 1990 [As amended through December 17, 1999, P.L. 106-170], Retrieved on June 26, 2012 from: http://www.californiavolunteers.org/documents/About_Us/ncsa1990.pdf

¹³ Mooney, Linda and Bob Edwards, 2001, ‘Experiential Learning in Sociology: Service Learning and Other Community-Based Learning Initiatives’, *Teaching Sociology*, Vol. 29, No. 2, pp. 181-194, p. 181.

¹⁴ Bringle, R. G. and Hatcher, J. A., 2009, *Innovative Practices in Service Learning and Curricular Engagement* in Sandmann, L., A. Jaeger, and C. Thornton (Eds.), 2009, *New Directions in Community Engagement* (pp.37–46), San Francisco, CA: Jossey-Bass. p. 38 as cited in Bringle, Robert and Julie A. Hatcher, *International Learning* in Bringle, Robert, Julie A. Hatcher and Steven G. Jones (Eds.), 2011, *International Service Learning. Conceptual Frameworks and Research. Vol. 1: IUPUI Series on Service Learning Research*, Sterling, Virginia: Stylus Publishing LLC, pp. 5.

¹⁵ Corporation for National and Community Service, 2002, *About Learn and Serve: Service-Learning*, Retrieved July 15, 2003 from www.learnandserve.org/about/service_learning.html as cited in Taylor, Pamela A. and Christine Ballengee-Morris, 2004, ‘Service-Learning: A Language of “We”’, *Art Education*, Vol. 57, No. 5, Community, Collaboration, and Culture (Sep., 2004), pp. 6 – 12, p. 6.

Numerous authors worked on identifying the key elements that differentiate service-learning from the other community-based learning practices and exploring the qualities that make it effective. Further below we present just one of them – Weigert’s framework for effective academic service-learning:¹⁶

- In service-learning projects the students provide meaningful service that is both useful or helpful, and makes a contribution;
- The service that the students provide meets a need or goal of some kind which is present and/or pressing within the community context;
- The needs that ought to be met are identified and defined by the members of the community through a process that ideally involves collaboration between the faculty and the served community;
- The service provided by the students flows from course objectives;
- The service is integrated into the course by means of an assignment (or assignments) that requires some form of reflection on the service in light of course objectives; and
- Assignments rooted in service must be assessed and evaluated accordingly (that is, they must be graded based on the learning and not the service), and the community must have a role in the assessment.

The most important **aspects or dimensions of service-learning** derived from the analysis of the previously cited definitions will be discussed in more detail.

1) From Experiential Learning to Community Outreach

Recent efforts to improve higher education in USA and in other economies worldwide have caused an ‘inflation’ of analysis and studies focused on improving the learning process in education. The research follows several streams. We present the ones which, in our opinion, are most tightly related to and most pertinent to service-learning.

a) Experiential Learning

The roots of formalization of service-learning as a teaching and learning methodology/ pedagogy can be traced back in the work of Kolb and the Experiential Learning Theory (ELT). ELT stresses the importance of experience for human learning and development, as well as proposes a holistic model of the learning process and a model of adult development. The theory is based on the following premises:

- “Learning is best conceived as a process, not in terms of outcomes. To improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning—a process that includes feedback on the effectiveness of their learning efforts.
- All learning is *relearning*. Learning is best facilitated by a process that draws out the students’ beliefs and ideas about a topic so that they can be examined, tested, and integrated with new, more refined ideas.
- Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. Conflict, differences, and disagreement are what drive the learning process. In the process of learning one is called upon to move back and forth between opposing modes of reflection and action and feeling and thinking.
- Learning is a holistic process of adaptation to the world. Not just the result of cognition, learning involves the integrated functioning of the total person— thinking, feeling, perceiving, and behaving.

¹⁶ Weigert, Kathleen Maas, 1998, ‘Academic Service Learning: Its Meaning and Relevance’, *New Directions for Teaching and Learning*, No. 73 (Spring 1998), pp. 3-10, p. 6, 7.

- Learning results from synergetic transactions between the person and the environment. In Piaget's terms, learning occurs through equilibration of the dialectic processes of assimilating new experiences into existing concepts and accommodating existing concepts to new experience.
- Learning is the process of creating knowledge. ELT proposes a constructivist theory of learning whereby social knowledge is created and recreated in the personal knowledge of the learner. This stands in contrast to the "transmission" model on which much current educational practice is based, where preexisting fixed ideas are transmitted to the learner."¹⁷

According to The George Washington University Service-Learning Faculty Handbook, service-learning is exactly a form of experiential-based learning in a sense that:

- It provides ongoing service to meet community's and agencies' general needs;
- Students gain authentic experiences;
- General perspectives are broadened and awareness about diversity is raised, and
- Course content is applied in real life situations.¹⁸

According to the same source, service-learning can also be viewed as problem-based: 1) providing agencies specialized expertise or knowledge; 2) targeted at meeting specific needs or resolving perceived problems; 3) resulting in a specific product like for example, brochure, webpage, manual etc. i.e. delivering clearly-defined, tangible outcomes, and 4) last, but not least, requiring structured effort to finish the project or the project stage in a timely and cost-saving manner.¹⁹

Either way, it engages all the partners and provides service which can be direct and/ or indirect depending on the learning objectives for the course and the goals identified by the community partners.

b) Community Outreach

Service-learning addresses or aims at meeting the **community-identified needs** and most importantly, service-learning projects can contribute to **economic, operational and social benefits**. Local communities thrive as their previously unmet needs and problems are efficiently and effectively addressed, sometimes even at the level of a government policy. Here, the community is defined inclusively and it encompasses a relatively large (and dramatically increasing) number of partners and clients.²⁰

The process of community needs assessment is crucial for designing effective community-based outreach programs. Its goal is to identify the assets that the community has at its disposal and determine potential concerns that the community faces. In an ideal case scenario, the needs assessment is done in collaboration with community-based organizations, advocacy groups and/or other university units. The process starts with planning and organizing, followed by data collection, summarizing and

¹⁷ The premises are taken in their original form as presented in Kolb, Alice Y., and David A. Kolb, 2005, 'Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education', *Academy of Management Learning and Education*, Vol. 4, No. 2, pp. 193 – 212, p. 194.

¹⁸ Benton-Short, Lisa (Ed.), 2012, *Service-Learning Faculty Handbook*, Center for Civic Engagement and Public Service, The George Washington University, p. 5, 6, Downloadable from: <http://www.gwu.edu/staticfile/GW/CCE&PS/Document/Service-Learning%20Faculty%20Handbook%20January%202012%20Edition.pdf>.

¹⁹ Ibid, pp. 5, 6.

²⁰ Heckert, Teresa M., 2010, 'Alternative Service Learning Approaches: Two Techniques That Accommodate Faculty Schedules', *Teaching of Psychology*, Vol. 37, pp. 32–35, p. 32.

dissemination of the results from the needs assessment survey, and finishes with sharing the results through public forums to facilitate action planning.²¹

Asst. prof. Koçi points out that communities have literally millions of needs – some are big, some are small, and some the community does not even know about! On the other hand, she also draws the attention to the common myths about what constitutes a ‘need’:

1. A common myth is that everyone has to know about a problem for it to be considered a need. This is false, because many of the most important community needs are things that most people don’t know about.
2. The second common myth is that addressing a need means helping the less fortunate. Although the less fortunate in society certainly have needs, and are the beneficiaries of many projects, there is no RULE that says projects must only benefit the less fortunate. A community includes ALL of its members, rich or poor, weak or strong. An example of a project that would fulfill a community need would be to help a very successful business develop a web site. This will help the business succeed even more, which will in turn help the entire community.
3. The third common myth is a need is something the community asks for. This proves to be wrong, because as a member of your community, you probably have many ideas for projects that would benefit the community you live in. Just because others don’t know about your project, or just because the community hasn’t asked you to implement it, does NOT mean it’s not a good idea.
4. And finally, there is a myth that in order to address a community need, a project must be something very big and time consuming. There have been many instances when responding to a community need can mean doing something very small and easy. In fact, projects that try to tackle large societal problems are usually the ones most likely to fail; whereas projects that set about correcting a small problem almost always succeed.

Another major issue that needs to be taken into consideration is the matter of construction and conduct of service-learning projects in relative isolation. By this we mean that despite the fact that instructors and faculty members actually work directly with community organizations to create: placement opportunities for students interested in performing volunteer service or participating in a service-learning project; curricular ideas, resources etc. there is still pretty high chance that a meaningful community-based learning component is not achieved. The reason for this could be that community-based activities “tend to be primarily concerned with creating an ‘ethic of service’ in individual students. The benefits to community are often secondary concerns, and often the relationship with the community organization is maintained almost exclusively by students over the duration of a semester (or two). Additionally, while the community-based activity may result in a ‘product’ useful for the community – such as a newsletter, article, or brochure – often there are no mutual evaluation strategies worked out between the organization and the instructor, and there is not necessarily a historical record created of progress on the organization’s issue, which causes the possibility for efforts to be simply duplicated in future semesters. Another limitation in current practices is that when community-based activities are undertaken in relative isolation, there is a tendency to focus on single issues, which may delimit the opportunity for students, instructors, and community organizers to understand issues within larger systemic contexts.”²²

²¹ Sharma, Aparna, Mindy Lanum, and Yolanda Suarez-Balcazar, 2000, *A Community Needs Assessment Guide: A Brief Guide on How to Conduct a Needs Assessment*, Chicago, IL: Center for Urban Research and Learning and the Department of Psychology, Loyola University Chicago, p. 1.

²² Brown, Danika Margo, 2003, *Outreach and Containment: The Rhetoric and Practice of Higher Education's Community-based Outreach Programs and Possible Alternatives*, Doctoral Dissertation, Graduate College of the University of Arizona, p. 141, 142, Last retrieved from Gelman Library, ProQuest Dissertations & Theses on July 15, 2012.

Example of a program with community impact: In her Master thesis *Investigating Community Impacts of a University Outreach Program through the Lens of Service Learning and Community Engagement* M. Susan Erickson presents her study of community impacts of the PLaCE (Partnering Landscape and Community Enhancement) program at Iowa State University's College of Design. As stated in the abstract, the research involved interviews with stakeholders from communities where engagement activities had taken place. Research results indicated that communities benefitted in several ways from student and university involvement of the PLaCE program. These included physical improvements to the community, expanded community capacity, increased project legitimacy, and stimulation of local dialogue, activities, and creative capacity.²³

2) Integrating Service-Learning in Classroom and Coursework

Service-learning can be viewed as: a philosophy; a teaching and learning methodology; a teaching and learning strategy; a pedagogy, and a practical educational experience, all at the same time. Yet, regardless which term is used to describe its essence, service-learning always is a **thoughtfully organized and structured service experience integrated into the students' academic curriculum**. It is not meant to replace the traditional curriculum but to give the students a chance to use their knowledge in a meaningful context. The teachers/ instructors usually give the students an assignment that needs to be completed, and like any other coursework, these service-learning assignments/projects must be completed in a satisfactory manner in order for the student to receive good grades. During the course of the projects, the educators and the students work closely together, exchange experiences and learn about themselves, others and the rest of the world.

a) Goals of Service-Learning

A careful establishment of learning goals and objectives is especially important when it comes to designing a service-learning project or course. Faculty and higher education institution representatives need to be mindful that there are two categories of objectives in this case: **learning objectives** and **service objectives**. Both of these sets must 1) reflect what students must do to achieve a specific related competency, and 2) in advance inform learners what supporting skills, knowledge, and attitudes they will learn during the course/ project. In most community service experiences, learning and service objectives are combined.²⁴ "Furthermore, both sets of objectives should progress from actions that are clearly measurable and demonstrable (i.e. list, identify, and define) to those that are more complex and require the analysis, application, and synthesis of new material. At the highest level of complexity, students should be asked to criticize, critique, and recommend based on their interpretations of new material. It is also important to prioritize the various service and learning objectives based on those that will most benefit the program in terms of sustainability. Once objectives are determined, they should be shared explicitly with community partners and with students in their syllabus and through in-class activities."²⁵

Parker-Gwin and Mabry (1998)²⁶ recommend a slightly different approach to delineating objectives for service-learning courses:

²³ Erickson, M. Susan, 2010, *Investigating Community Impacts of a University Outreach Program through the Lens of Service Learning and Community Engagement*, Master thesis, Ames, Iowa: Iowa State University. Last retrieved from Gelman Library, ProQuest Dissertations & Theses on July 15, 2012.

²⁴ Hauer, Julie, and Timothy Quill, 2011, 'Educational Needs Assessment, Development of Learning Objectives, and Choosing a Teaching Approach', *Journal of Palliative Medicine*, Vol. 14, No. 4, pp. 503 – 507, p. 44.

²⁵ Benton-Short, Lisa (Ed.), 2012, *Service-Learning Faculty Handbook*, cit., p. 24.

²⁶ Parker-Gwin, Rachel and J. Beth Mabry, 1998, 'Service Learning as Pedagogy and Civic Education: Comparing Outcomes for Three Models', *Teaching Sociology*, Vol. 26, No. 4, pp. 276 – 291, p. 277.

- Promotion of positive civic outcomes i.e. promotion of positive attitudes toward volunteering and citizenship and enhancement of students' sense of social responsibility, civic awareness and motivation for volunteering. Almost any course's objectives can be expanded to include civic education.
- Promotion of academic outcomes i.e. enhancement of academic learning by integrating community service and academic course content (developing analytic and problem solving skills and critical-thinking abilities). Students are given a chance to use their knowledge in real-world situations. As Dr. Koçi put it, after graduation, they will very rarely encounter a situation in which their theoretical knowledge corresponds *exactly* to the situation they are facing. So, in order to truly simulate the interaction between a student's theoretical knowledge and the "real world," a service-learning project should *encourage* students to use their knowledge in new and unfamiliar ways.

The holistic approach offered by the service-learning project enables students from various groups to identify, accept, understand their differences and thus, through working together and cooperating on resolving issues that are related to communities they live in. By doing so, they tackle open issues among themselves i.e. ethnic, religious and/or nationalities based intolerance. Additionally, they negotiate and pave strategies to overcome those and to become closer and to raise acceptance and tolerance among themselves. Concern for awareness, inclusion, civic responsibility and values is deeply entrenched in service learning. Building a service-learning component into a graduate Teacher Training curriculum to expose students to people with disabilities provides a structure for changing awareness, attitudes, and values through direct contact. For example, findings on student-participation in the service learning project as a part of the students' assignment for the *Needs Analysis and Course Design (NACD)* as implemented at the Southeast European University, Tetovo²⁷ report positive impact on attitudes among students working across ethnic and regional boundaries, and with people with disabilities. Therefore, continuing this positive practice throughout the upcoming period as an introduction of better integration and acceptance among the youth is highly recommended and welcomed.

Example: Students who signed up for a Career Counseling course conducted a series of career development workshops with survivors of childhood cancer. The intention was to:

- Apply different career development theories and models to the client population (individuals who survived childhood cancer);
- Get familiarized with the latest field work in the domain of transition and impact on community groups;
- Learn about basic models, methods, and principles of program development;
- Apply knowledge about program planning and service delivery for career development in the context of specific service-learning experience;
- "Understand and apply the decision-making process and theoretical models to career intervention and programs;
- Align the available career resources with specific developmental levels and needs of students and clients, specifically those served through class projects;
- Understand the impact of a multicultural society on career counseling and decision making."²⁸

²⁷ NACD course is designed by the French psychologist Prof. Sandra Bruno with whom Aida Koçi co-taught the course in 2006. This course is offered to undergraduate and graduate students at South Eastern European University, Tetovo, Republic of Macedonia.

²⁸ Benton-Short, Lisa (Ed.), 2012, *Service-Learning Faculty Handbook*, cit., p. 25.

b) Approaches to Designing Service-Learning Course

There are two basic ways to design a service-learning course. They can be referred to as ‘Need-Based Design’ and ‘Curriculum-Based Design’.

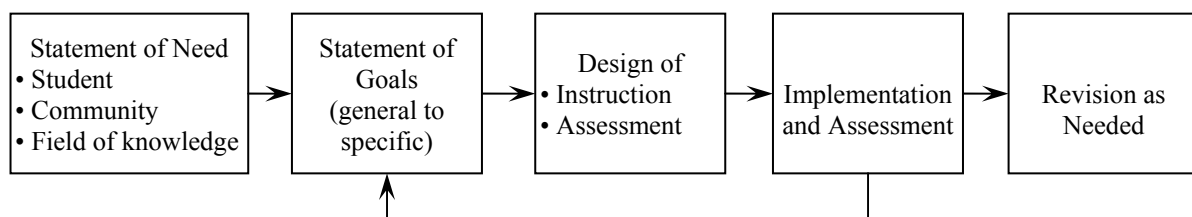
In ‘Need-Based Design’ we start by identifying community needs and move to integrating something relevant into the curriculum. The concept of need can be explained from different perspectives:

- Need as a want or preference.
- Need as a deficit or as a problem – this view implies that there is a situation in which minimum satisfactory level (which could be either objectively or arbitrarily determined) is not attained.
- Need as a gap between current outcomes and expected ones, or as a discrepancy between the present situation and the ideal situation.²⁹

Usually, the curriculum or course redesign process based on this approach starts by brainstorming the different problems that exist in a certain community. The key in ‘Need-Based Design’ of a service-learning course or project is to start with the needs of the community and work towards the curriculum that is taught in the classroom. The curriculum needs assessment is a dynamic, pluralistic, flexible and incremental process. At the same time it is also a proactive and a reactive process. The assessment is based on the principle of unequal attention to the three key factors – learner, society, and subject matters. Hence, the stability of its product differs in various decision-making levels.³⁰ Some parts of the curriculum may need to be altered slightly to fit the demands of the community.

In ‘Curriculum-Based Design’ the direction is reversed. Here, we begin by thinking about the curriculum as it exists and work towards ways in which that specific knowledge could be of use to the community. Both methods are effective at designing service-learning projects. However, “Need-Based Design” will generally be a better method to use if you teach an academic subject that has *many* practical uses (Law, Engineering, Physics, Mathematics, Common Foreign Languages, Journalism, etc.), whereas ‘Curriculum-Based Design’ will be more useful if you teach an academic subject which does not have many traditional practical uses (Latin, Philosophy, 16th Century Literature, Ancient Egyptian Architecture, etc.)

Figure 1 *Basic Design Sequence*³¹



A third approach may also be used for designing and assessing courses and curricula – ‘A Learning-Centered Approach’ to course and curriculum design that has already been successfully used at institutions with different profiles: private and public, large and small, and with varying budgets. This approach uses a formalized model/ representation of how to move from concepts to actualization, from theory to practice and aims at facilitating significant and long-lasting changes in the present state of higher education across the world. “The model follows a specific sequence that begins with an assessment of needs and a statement of goals (moving from the general to the specific), which is followed by the design, implementation, assessment, and revision of your course or curriculum (Figure 1).

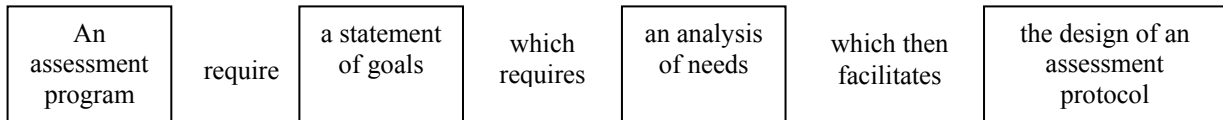
²⁹ Kourosh, Fath Vajargah, 1999, *Needs-Based Curriculum Approach (Toward a New Conception of National Curriculum)*, Paper presented at ACSA Conference, Sept. 29, 1999, Perth, Australia, p. 2

³⁰ Ibid, p. 6 – 8.

³¹ Diamond, Robert M., 2008, *Designing and Assessing Courses and Curricula: A Practical Guide*, Third edition, San Francisco, CA: Jossey-Bass: John Wiley & Sons, Inc., p. 10.

This sequence assures a meshing of goals, instruction, and assessment. Under an external mandate to assess the quality of their academic programs, departments, schools, colleges, and universities are finding that no matter where you begin in the process, you will need to go back to the statement of need before you can develop a statement of goals on which assessment must be based (Figure 2).³²

Figure 2 *Assessment Sequence*³³



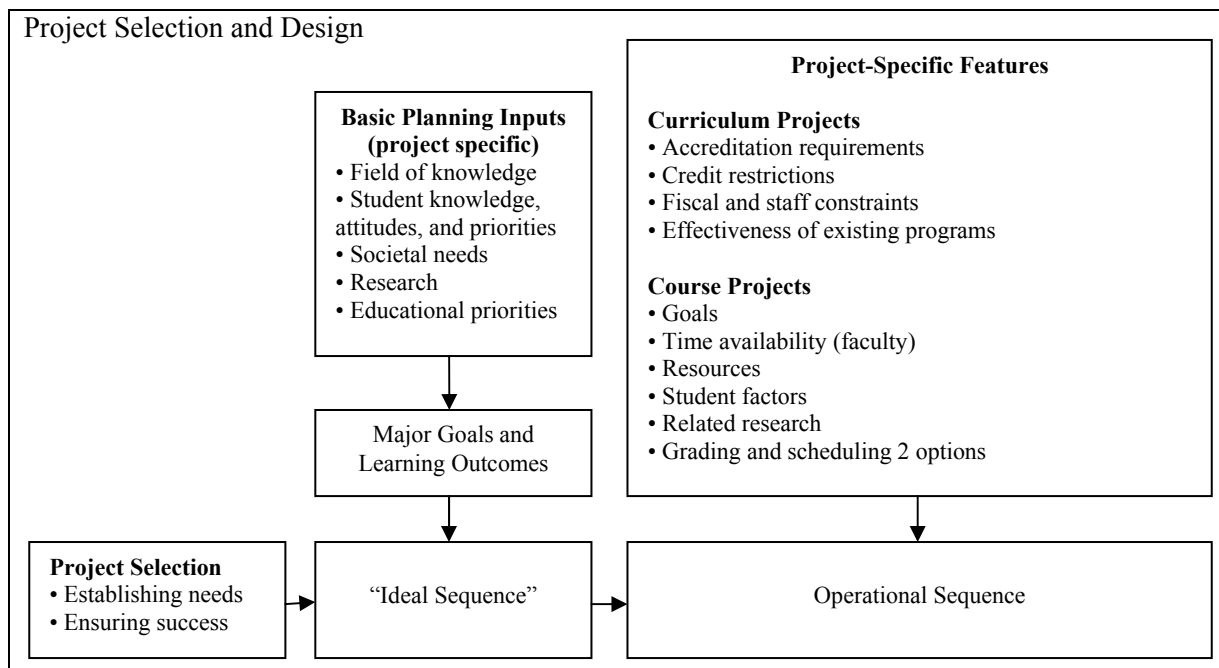
According to this approach, there are some crucial prerequisites for a curriculum revision for integrating service-learning:

- A solid base of instructional talent in all the appropriate academic areas;
- Support from key departments represented by faculty members who command the respect of their peers, and
- Institutional stability.

There are numerous factors (external and internal) that should be considered in deciding to undertake curriculum or course (re)design projects, as well indicators of potential success for such projects.³⁴

The following Figure 3 represents the comprehensive version of the model for learning-centered curriculum and course design.

Figure 3 *The Model*³⁵



³² Ibid, p. 10.

³³ Ibid, p. 10.

³⁴ Ibid, p. 67 – 69.

³⁵ Ibid, p. 61

At the end of this part, we would like to duly notice that service-learning can be used in *every possible subject*. If a subject is really so completely inapplicable to the real world that students could never use their knowledge beyond the classroom, then why do we teach it at all? Further below are some examples of service-learning in art education:³⁶

Table 1 *Examples of Service-Learning Experiences in Art Education*

<i>Levels of education</i>		
Elementary	Secondary	Higher Education
* Partner with a home for the elderly where young students visit and share stories with the residents and then recreate those stories through art making. Academic links may be made through the study of different artists and/or through the study of such cultural artifacts (Perks & Thomson, 1998).		
* Create and send letters and cards to local hospital patients after studying illustration art and/or art that deals with health issues such as the Aids Quilt.	* Secondary and/or higher education students may teach additional art classes either during or after school to elementary school children. By first visiting the school and talking with the children, students create lessons that are relevant to the community and the age groups of the children they will be teaching.	
* Work with local environmental or community agencies to remove trash from community areas (safely) after studying certain artists, or be involved in landscaping a vacant area near the school.		
* Create place mats and/or other art for local soup kitchen long with the study of certain authors	* Work with the local library to create installations and/or advertisements to support their summer reading program and study artists who deal directly with literature. * And/or work in a literacy center or elementary school as reading tutors using students created images as word tools.	
* Create a mural to be hung in a public place that promotes or supports a non-profit agency, community event, and/ or community relief program.	* Work with Habitat for Humanity following or as a part of a study of architecture and/or of contemporary artists who deal with housing (Lacy, 1995)	* Work in museum settings as docents and as museums education activity facilitators and coordinators. Activities are designed around current exhibitions or permanent collections.
* Work directly with the custodial staff, meeting each of them and helping them in one of their tasks following a study of certain performance art (Lacy, 1995).	* Design websites for local non-profits following a study of design and poster art (ArtsLynx, 2003).	
* Facilitate an Empty Bowls project (Taylor, 2002).		
* These ideas are presented as inspiration for conversations and should be tailored according to the needs of all parties involved.		

Aida Koçi mentioned that at first, the inclusion of service-learning into a curriculum might seem like a lot of extra work. During your first project, it probably will be. This is not because service-learning is inherently difficult for teachers, however. Rather, it is because the inclusion of a new methodology within an educational environment always requires an initial investment of time and energy. However, we should also realize that service-learning, once it has been established as a part of a curriculum, has the potential to make life easier for a teacher. The reason is very simple: with service-learning, students learn by doing, whereas with traditional classroom techniques, they learn by listening.

³⁶ Slightly modified from Taylor, Pamela A. and Christine Ballengee-Morris, 2004, ‘Service-Learning: A Language of “We”’, cit., p. 8.

c) Models of Service-Learning Courses in the Curriculum

In their article ‘Service Learning as Pedagogy and Civic Education: Comparing Outcomes for Three Models’ Parker-Gwin and Mabry (1998) present three types of service-learning courses as integrated in the curriculum of Virginia Tech University:

- **Placement-service optional** – Students have the option for partial fulfillment of course credit by volunteering in various community organizations. Short- and long-term goals are established for a nearby community and students are required to reflect on their service experiences regularly by either writing a paper or giving a class presentation. This way the students’ service is connected to the course contents.
- **Placement-service required** – All students are required to provide a service to the community and they reflect on their experiences throughout the semester. Reflections are extracted by keeping journals that relate the service to the course issues. Students also write final papers incorporating their fieldwork and give class presentations at the end of the semester.

In these models students choose among various community sites/ organizations identified by the instructors based on course content.

- **Consulting group** – The entire class is engaged in a community project at a single site. Students work in teams to complete a community project. None of them is required to reflect on how they perform/ deliver their service, but all of them are required to submit a final project report.³⁷

Based on Rice’s ‘Building Reciprocal Campus-Community Partnerships’³⁸, Barbara Jacoby, Ph.D., Faculty Associate for Leadership and Community Service-Learning, University of Maryland, College Park,³⁹ proposes a somewhat different list of models of service-learning in the curriculum:

1. Course where service-learning is optional;
2. Service-learning course;
3. Field-work service-learning;
4. Community-based research;
5. Service-learning capstone;
6. Dean’s seminars and first-year development courses;
7. Service-learning internship or independent study;
8. International service-learning;
9. Course sequencing;
10. Service-learning/ fourth-credit option;
11. Engaged department or program;
12. Engaged university.

Prof. Jacoby also gives a description and specific examples of the structure that these courses can have. The following table of descriptions and examples of the different types of service experience is taken in its original form as presented in *The George Washington University Service-Learning Faculty Handbook*.

³⁷ Parker-Gwin, Rachel and J. Beth Mabry, 1998, ‘Service Learning as Pedagogy and Civic Education: Comparing Outcomes for Three Models’, cit., p. 278, 289.

³⁸ Rice, Kathleen, 2008, *A Guide to Reciprocal Community-Campus Partnership*, Proceedings from Portland State University’s Partnership Forum, March 6-8, 2008 (A Unique Collaborative Study of Partnerships from the Perspectives of both Community Partners and Higher Education Partners), Portland University. Retrieved on July 10, 2012 from: http://depts.washington.edu/ccph/pdf_files/Guide_corrected_041808.pdf

³⁹ For more on Prof. Jacoby’s work visit: <http://www.magnapubs.com/bio/124/>.

Table 2 *Types of service experience*⁴⁰

Type of service experience	Description	Example
<i>Group Projects</i>	Students work collaboratively in one or more groups. This service may be rendered to one or more agencies or to an entire community as a project with a tangible deliverable or as a structured activity.	Students in a Marketing course interview an agency and learn more about agency needs through agency visits. Based on their experience, students design marketing materials (brochure, flyer) for the agency's use.
<i>Individual Placement at organization</i>	All students in the course are required to individually fulfill the service component for course completion. Students work at service sites from a menu of placements and meet the commitment as determined by each agency and the instructor and/or student. Assignments are designed to facilitate learning skills or subjects.	Students in a Death and Dying course provide needed services at health care agencies, assisted living centers, hospice and more. The diverse range of experiences is brought back into the classroom for reflection and discussion.
<i>Community-Based Research</i>	Students learn research methodology while serving as advocates for communities. Community agencies play a critical role in identifying issues to be researched. Students then research these issues to gain a better understanding, while providing current data and research for community agencies.	Students in a Biology class test pollution levels in the Anacostia River periodically throughout the term. Students work with community partners such as the Anacostia Watershed Society to gather data and compile results during class time. The resulting report is shared with the Society to better guide their work.
<i>Independent Study</i>	One or more students are involved in a service experience related to a discipline or topic area. The students meet regularly with a faculty member to discuss and reflect on the experience.	The bulk of the time in this model is not spent in class, but in service. It is typical of a service-learning independent study for students to spend as much as 100 hours in service. Students write a research paper at the conclusion.

d) Implementation in Classroom

The process of implementing or integrating service-learning into the curriculum can be described through the following phases:⁴¹

- **Collaboration**, preliminary **planning**, goal-setting, and administrative techniques involving close coordination with the community organization and its staff (**implementation**) – The organization of the service-learning project actually comes down to collaboration, planning and implementation. These processes are important because of their significant impact on (a) service-learning's effectiveness, and (b) the benefits that students and communities get from these 'ventures', as well as because they help eliminate or prevent potential problems related to making uninformed decisions. The actual activities that happen during this phase are:
 - In-depth review of literature on service-learning in search for effective and measurable models of service-learning;
 - Search for and selection of an organization that will host the service-learning project;

⁴⁰ Benton-Short, Lisa (Ed.), 2012, *Service-Learning Faculty Handbook*, cit., p. 23.

⁴¹ Hollis, Shirley A., 2002, 'Capturing the Experience: Transforming Community Service into Service Learning', *Teaching Sociology*, Vol. 30, No. 2 (Apr., 2002), pp. 200 – 213, p. 201, 202, 204 – 208.

- Communication and coordination with the manager and staff of the organization for the purpose of:
 - Clarifying the separate and mutual goals;
 - Development of student service contract;
 - Planning student orientation, and
 - Designing administrative tools for the organization's staff members to use in scheduling, supervising, and evaluating the students.
- Actual start of the service-learning project implementation in a manner that:
 - Doesn't overburden the organization's staff and its logistics;
 - Enables fitting a large influx of student workers into the host organization, and
 - Proves to be reliable and ensures that all the students included in the service-learning project are scheduled, supervised and evaluated similarly.
- **Student** participation in a formal **orientation** and review of the community organization's structure, goals, and terms of service – This could be done in two separate ways:
 - The service-learning project, its goals, teacher's expectations, evaluation techniques, and grading policy are outlined in the course syllabus and explained as part of the introduction to the course.
 - An orientation is held on campus during class time in order to ensure maximum attendance.

During the orientation students get familiarized with host organization's history, mission, staff, and service populations. They can also take a look at the service contract, ask a variety of questions, and review and evaluate the whole service-learning project based on their first impressions and insights. Such inputs from the students are essential as it is expected that the orientation could serve to create a sense of community among the students at an earlier stage.

- **Consideration of students' interests** in making work assignments;
- **Student involvement** in meaningful and socially beneficial work assignments;
- Inclusion of **focused** reading and research **assignments** that are related directly to the conditions that the students are encountering in their service work – During this stage students need to become 'equipped' with basic understanding of community economic, social and cultural conditions before they begin their learning experience. In most cases, focused lectures, discussions and outside assignments on these conditions/ issues has proven useful and effective in drawing students' attention more directly to issues related to their community experiences.

All of these activities are more targeted toward awareness-raising and informing the students/public. Another important part of the preparatory instruction is the research-oriented part predominantly based on using literature, Internet and other sources for the purpose of introducing students to the basic or pressing community problems or issues. These assignments are closely aligned with the principles in the basic suggested readings for the course and directly related to the conditions that the students will most probably observe and try to tackle. After the research assignments are completed, students are asked to write down their findings and reflections and submit them for grading and comments.

- Incorporation of **critical reflection** journals designed to encourage students to focus on social conditions and use sociological principles to frame their observations – Journal observations and reflections are recorded periodically as a way to regularly document the experiences from the service and their meanings. They also help the student self-monitor and self-explore. The journals are not just descriptions of observations coupled with the material provided in the

textbooks. Rather, they require critical thinking and encourage learning, transformation of experience, examination of the belief system, and reframing the meaning of one's beliefs and feelings within the broader social context. The final outcome of all this should be fully-formed insights gained from being engaged in the service-learning project.

- Focused in-class **discussions and reflection** – Classroom discussions and reflection are a powerful tool for students to exchange ideas, observations, and insights, as well as to interact and 'intervene' when help with achieving the project's goals is needed. Moreover, the holistic approach offered by the service learning project enables students from various groups to identify, accept, understand their differences and thus, through working together and cooperating on resolving issues that are related to communities they live in. By doing so, they tackle open issues among themselves, i.e. ethnic, religious and/or nationalities based intolerance. Additionally, they negotiate and pave strategies to overcome those and to become closer and to raise acceptance and tolerance among themselves, because concern for awareness, inclusion, civic responsibility and values is deeply entrenched in service learning. During open discussions students confront each other's ethnocentrism, stereotypes, and prejudices. Things like frustrations, fears, newfound understandings, failures of society etc. are tackled out in the open. This just shows that building service-learning components into the curriculum provides a structure for changing awareness, attitudes, and values through direct contact.
- **Reflective self-evaluation**, which encourages students to synthesize their understandings, reflect on how their own powers of observation had developed over the course of the project, and arrive at new and better informed conclusions about their experience and observations;
- **Evaluation and incorporation of feedback** from the faculty, the served community, and the host community organization.

Prof. Aida Koçi offers a relatively more simplified approach to implementing a service-learning project in the classroom by describing the four basic elements of the whole process. These are:

1. **Preparation in the classroom** – First of all, a teacher should include the specific knowledge the students will need in order to complete the project itself in the usual set of instructions for the course or in the classroom. For example, if you are a language teacher and are doing a project that involves translation, before the project itself you would go over translation techniques with your students.
2. **Activity** – The activity is the service to be accomplished.
3. **Output** – This is what the students will produce through the activity. In some cases, the activity and the output are identical. For example, if English students are translating materials for an NGO, the translation is the activity and the output. In other cases the activity and the output are different. For example, if engineering students are helping local homeowners evaluate the structural integrity of their roofs, then the *activity* is consultations with homeowners, and the *output* is something else – plans for adding strength to the structures, for example. The *output* is necessary so that the teacher, as an educator, can evaluate the students.
4. **Reflection** – Many service-learning practitioners find that the effectiveness of projects increases when they ask students to reflect on what they learned afterwards. This reflection can take several forms – writing in journals, for example, or classroom discussion.

e) Teachers' Role in a Service-Learning Project

It is not uncommon for the broader public to consider the role of the teachers in a service-learning as simple and relatively easy. As a matter of fact, quite often the role of teachers has been reduced to

merely four simple tasks or essential responsibilities in a service-learning project. For example, Aida Koçi names the following four:

1. **Identification of the project idea** – First of all, the teacher must decide upon the best way to implement service-learning into his or her classroom. Then, the teacher will have to decide on his/her own which ideas are suitable for the curriculum, the students and oneself.
2. **Preparation in the classroom** – The teacher will need to teach the students the skills and transfer the knowledge that they will need in order to effectively contribute to the project.
3. **Assignment of work** – Once the teacher has decided upon a project, he/she will need to decide what exactly the students will do to fulfill it. How the teacher does this depends upon his/ her own inclinations, the setup of the classes and faculty, and the skill set of the students.
4. **Evaluation** – Just as they would do with any assignment, the teachers will need to evaluate what the students produce. Students who do well should be rewarded, and students who either do poorly or who do not participate at all should receive poor marks for the assignment.

We maintain that the teachers'/ faculty's role is much more than merely this. During a service-learning project all the faculty must continually revise their roles as researchers, educators, and servants according to the zone of proximal development that they encounter.

The concept of the 'Zone of Proximal Development' (ZPD) was introduced by the Russian scholar Lev Vygotsky who defined it as "the distance between the actual developmental level as determined by independent problem solving, without guided instruction, and the level of potential development as determined by problem solving under adult guidance or in collaboration with more capable peers".⁴² For Vygotsky learning is a social process that does not happen by itself but instead through interaction with others. In the Zone of Proximal Development it is the other that pulls the learner along in the search for higher order knowledge. The other is an individual skilled in a certain discipline. It can be a teacher or a peer that acts as a guide through the ZPD of the learner until new knowledge has been mastered and the learner becomes his or her own teacher. By going through the 'Zone' one goes from old mastered knowledge to new mastered knowledge.

Another important aspect of the ZPD is called scaffolding. Scaffolding is action taken by the 'guide' to ensure that the learner can properly navigate through the ZPD. Once a problem is given to the students the teacher must be sure that enough guidance is provided at the start of the task, so the students understand in which direction they should proceed. The teacher has to be very aware of what is happening with the students, so they can start fading away and let the students finish problem solving independently. In the classroom the teacher has to make sure that enough scaffolding is done to assure successful knowledge growth. By using the ZPD the classroom is no longer teacher centered but student centered. The students help each other navigate through their ZPD by cooperative and collaborative learning and reciprocal teaching.⁴³

"The appropriate role of faculty in service learning.... remains a crucial area in which research can potentially inform service learning efforts. ... By focusing more closely on the role of faculty and the means by which their participation in service learning activities can be more firmly institutionalized, we can begin to discern the precise division of labor and the necessary resources needed to overcome the institutional fragility of these efforts."⁴⁴

⁴² Vygotsky, L.S., 1978, *Mind in Society*, Cambridge, MA: Harvard University Press, p. 86 as cited in Wells, G., 2001, *Action, Talk, and Text: Learning and Teaching through Inquiry*, New York, NY: Teachers College Press, Columbia University, p. 52.

⁴³ Lipscomb, Lindsay, Janet Swanson, and Anne West, 2004, *Scaffolding* in Orey, Michael (Ed.), 2004, *Emerging Perspectives on Learning, Teaching, and Technology*, Association for Educational Communications and Technology. Retrieved July 8, 2012 from: <http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding>;
http://projects.coe.uga.edu/epltt/index.php?title=Main_Page.

⁴⁴ Underwood, Charles, Mara Welsh, Mary Gauvain, and Sharon Duffy, 2000, 'Learning at the Edges: Challenges to the Sustainability of Service Learning in Higher Education', *Language and Learning across the Disciplines*, Vol. 4, Issue 3, pp. 7 – 27, p. 23 as cited in Cushman, Ellen, 2002, 'Sustainable Service Learning

Referring to previous scholarly articles and studies, Prof. Ellen Cushman from Michigan State University points out the crucial role of professors for the sustainability of service-learning. Namely, she draws the attention to the hardships professors face when trying to justify their intellectual, pedagogical, and community service work to colleagues and administrators, because “the categories for evaluation of faculty at most institutions do not apply well to research conducted at service learning sites, particularly because the categories of research, teaching, and service traditionally have been hierarchically valued, differentially weighed, and mutually exclusive of each other.... Service learning programs that have sustained themselves have incorporated reciprocity and risk taking that can best be achieved when the researcher views the site as a place for teaching, research, and service – as a place for collaborative inquiry – with the students and community partners. The professor in service learning needs to understand the workings of these organizations just as much as the students do, if the professor is going to take risks and begin ‘stepping outside of [his/ her] own discourse and conceptual frame works’. However, this repositioning of the professor in service learning demands ‘a commitment to a relationship’ that's defined by ongoing projects and inquiry rather than ‘a one-semester project’ assigned to students. The role of the professor as researcher must be firmly identified and carefully articulated when entering into service learning. When the professor enters into service learning as researcher and teacher, the program can have an increased likelihood of succeeding in meeting students' needs and in legitimizing itself as a serious, rigorous line of inquiry.”⁴⁵

f) Fundamental Inspiration of Students to Pursue Service-Learning Assignments and Projects

Professor Pamela G. Taylor (2002) offers an interesting read on the impact that service-learning programs have on students. Or, put in other words, she makes an effort to summarize the reasons why higher education students are inspired to take part in service-learning programs on campus. Although her views are mostly based on her experience from Lamar Dodd School of Art, The University of Georgia, and Radford University, Virginia (i.e. experience from service-learning in the domain of postmodern art and pedagogy), we find that her views are valid and applicable in almost any academic setting regardless of the specific academic disciplines being taught there. The list of potential benefits or ‘motivators’ for students to get engaged in service-learning includes:

- Need to transform themselves as individuals;
- Hope to fulfill a community need;
- Wish to get a validation for one’s efforts;
- Sense that there is power to knowledge and that the power is that of themselves (i.e. the broader population of students);
- Aspiration to “make a difference” through a collaboratively created and conducted endeavor etc.⁴⁶

In conclusion to this part of the publication we can say that the benefits of getting involved in service-learning are manifold, both for the students and the educators. The students are offered an experience and a high-impact educational practice (Kuh, 2008)⁴⁷. Students learn how to apply and adapt the

Programs’, *College Composition and Communication*, Vol. 54, No. 1, pp. 40-65, p. 42. Last retrieved from JSTOR database, Gelman library on June 17, 2012.

⁴⁵ Cushman, Ellen, 2002, ‘Sustainable Service Learning Programs’, cit., p. 42, 43.

⁴⁶ Taylor, Pamela G., 2002, ‘Service-Learning as Postmodern Art and Pedagogy’, *Studies in Art Education*, Vol. 43, No. 2, pp. 124 – 140, p. 134 – 137.

⁴⁷ Kuh, G. D., 2008, *High-impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, Washington, DC: Association of American Colleges and Universities as cited in Bringle, Robert and Julie A. Hatcher, *International Learning* in Bringle, Robert, Julie A. Hatcher and Steven G. Jones (Eds.), 2011, *International Service Learning: Conceptual Frameworks and Research. Vol. 1: IUPUI Series on Service Learning Research*, cit., p. 5.

knowledge they gained in the classroom; and what is taught in schools is extended and enhanced, and goes beyond the classroom and into the community.⁴⁸ The educators get the chance to implement an active learning strategy that offers them a rich set of opportunities to explore teaching and learning (Eyler, Giles, Stenson, and Gray, 2001).⁴⁹ By being engaged in a service-learning project, both parties actually acquire and develop life-long useful competencies and capabilities among which the most important are the critical-thinking dimensions categorized under two major themes:

- *Development of a professional self-perspective:* elements, abilities and traits of reasoning; caring for others, and communication skills.
- *Development of a community perspective:* promotion of welfare and awareness of diversity.⁵⁰

Furthermore, the engagement in service-learning projects helps all parties involved build: their character; a strong sense of ethics and citizenship, and a commitment to reason.

According to Sedlak et al., “Service learning, however, balances the benefits of the service to the recipient, and the benefits of learning for the student. This equal balance differentiates service learning from other types of service programs.”⁵¹ The far-reaching outcomes of service-learning are: (a) a process of personal and professional development of both the students and the instructors and (b) a capability to actually contribute to the wellbeing of the community and the society.

3) Differences between Service-Learning and Other Types of Community-Based Learning

As the debate about the definition of service-learning continues and there are still many open questions regarding its key specifics, we feel that it is important to draw attention to several different types of community-based learning and their distinctive or in some cases even overlapping characteristics. The rationale for this part of the publication is the commonly observable situation when people mistakenly confuse service-learning and volunteerism just because both are interested in providing services to the community at large.

Many scholars have differentiated service-learning, volunteerism, community service, and internships (Furco, 1996; Sigmon, 1994). Furco (1996)⁵² is best known for his developed continuum of service programs based on their following features:

1. Primary intended purpose;

⁴⁸ Pritchard, Florence Fay and George I. Whitehead, 2004, *Serve and Learn*, Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers, p. 2 as cited in Levkov, Nikola and Stuart Umpleby, 2009, ‘How Service Learning is Conducted in a School of Business’, *CEA Journal of Economics*, Vol. 4, Issue 2, pp. 25 – 34, p. 26.

⁴⁹ Eyler, J. S., Giles, D. E., Jr., Stenson, C. M., and Gray, C. J., 2001, *At a Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993–2000* (3rd Ed.), Nashville, TN: Vanderbilt University as cited in Bringle, Robert and Julie A. Hatcher, *International Learning in Bringle, Robert, Julie A. Hatcher and Steven G. Jones (Eds.), 2011, International Service Learning: Conceptual Frameworks and Research. Vol. 1: IUPUI Series on Service Learning Research*, cit., p. 5.

⁵⁰ Sedlak, Carol A., Margaret O. Doheny, Nancy Panthofer, and Ella Anaya, 2003, ‘Critical Thinking in Student’s Service-Learning Experiences’, *College Teaching*, Vol. 51, No. 3, pp. 99-103, p. 99 – 101.

⁵¹ *Ibid*, p. 99.

⁵² Furco, Andrew, 1996, ‘Service Learning: A Balanced Approach to Experiential Education’, *Expanding Boundaries: Serving and Learning*, Vol. 1, Issue 1, Washington DC: Corporation for National Service, pp. 2 – 6. Versions of this article have been published subsequently in: Furco, Andrew, 2011, ‘Service-Learning: A Balanced Approach to Experiential Education’, *The International Journal for Global and Development Education Research*, Issue Zero (Oct. 2011), pp. 71 – 76; Furco, Andrew, *Service Learning: A Balanced Approach to Experiential Education* in *Introduction to Service-Learning Toolkit*, pp. 9 – 13, Downloaded from: http://www.urmia.org/library/docs/regional/2008_northeast/Service_Learning_Balanced_Approach.pdf.

2. **Focus;**
3. **Projected (intended) beneficiaries;** and
4. **Degree of emphasis on service and/ or learning.**

Here are the distinguishing features of service-learning explained in a little bit more detail:⁵³

1. **Service-learning is formally linked to the educational goals of the course that students take.** When volunteering or doing an internship, students learn a lot, but whatever skills or experience they gain is not a targeted outcome of that specific instance of performing a community service i.e. the service experience is not explicitly linked to specific course goals or objectives. “Service-learning has a more collaborative grounding in how its goals and objectives are defined and its curriculum is structured. The extent to which community dynamics drive course structure and community organizations function as integral partners is a clear departure from other forms of experiential learning such as internships or field studies. In other words, the value proposition of service-learning may not be as one-sided as with volunteering, nor does service-learning have to have the technical or individual development focus of an internship or field study.”⁵⁴
2. **The focus in service-learning is on addressing actual community identified needs.** Further, service-learning can also be focused on developing a more engaged civil sector and affecting real and lasting social change. Hence, service immerses students in meaningful, challenging, and relevant activities.
3. Unlike volunteerism, community service, internships or field experience, **service-learning equally benefits the provider and the recipient of the service** while being rigorously integrated into a course curriculum. Students work on either formal or informal assignments. Faculty and community partners grade and assess the quality and rigor of service-learning.
4. Crucial for effectiveness of service-learning is its integration into the curriculum and reflection.
Students deliberately reflect upon themselves, the service experience and the way they interacted within it. They also intentionally examine the service experience from the standpoint of both theory and service and apply whatever they learned in classroom.

According to Furco, each of the aforementioned program types (service-learning, volunteerism, community service, and internships) dynamically occupies a part of a continuum. It means that there is mobility within program types and along the continuum depending on the **intended focus** (foci) and **beneficiary** (beneficiaries). During the course of time any of these programs can ‘move’ along the continuum, as well as can change the ratio between its own emphasis on the service and learning

Other authors have also tried to distinguish between different types of experiential or community-based learning. Mooney and Edwards (2001), offer a concise description of Marrulo’s (1998) criteria for distinguishing three different community-based learning options: service-learning credits, group projects, and intensive service learning available at Georgetown University. The criteria are:

- Variations in the service rendered;
- Integration of out-of-class experiences into the course, and
- Level of curricular credit received for participation.⁵⁵

Mooney and Edwards go step further and propose a more comprehensive categorization of different community-based learning (CBL) initiatives and their essential components. Although initially

⁵³ Benton-Short, Lisa (Ed.), 2012, *Service-Learning Faculty Handbook*, cit., p. 8, 9.

⁵⁴ Ibid, p. 9.

⁵⁵ Marrulo, Sam, 1998, ‘Bringin Home Diversity: A Service-Learning Approach to Teaching Race and Ethnic Relations’, *Teaching Sociology*, Vol. 26, pp. 259-275, p. 264 as cited in Mooney, Linda and Bob Edwards, 2001, ‘Experiential Learning in Sociology: Service Learning and Other Community-Based Learning Initiatives’, cit., p. 184.

proposed for integrating community-based learning initiatives into teaching undergraduate sociology, this typology could readily serve as a heuristic device to facilitate reflection and discussion of what is involved in their establishment and full integration into any other undergraduate curricula. Here is the hierarchy that they propose in its original form.⁵⁶

Table 3 *Typology/ hierarchy of community-based learning initiatives*

CBL Options	Out-of-Class Activities	Volunteering	Service Add-ons	Internships	Service Learning	Service-Learning Advocacy
Social Action						X
Structured Reflection					X	X
Apply/ Acquire Skills				X	X	X
Curricular Credit			X	X	X	X
Service Rendered		X	X	X	X	X
In community	X	X	X	X	X	X

Readers interested more in activism; volunteerism, and service-learning may find an interesting reading material in the work of Bickford and Reynolds (2002).⁵⁷

Philosophical and Pedagogical Foundations of Service-Learning

Although the term ‘social learning’ was first coined in the 1960s⁵⁸ and the pedagogy of service-learning gained prominence in the U.S. as late as the early 1990s, the bedrocks of service-learning as a pedagogy and praxis can be traced all the way back to the turn of twentieth century. Several authors⁵⁹ point out the work of educational philosopher John Dewey and George Herbert Meade, one of the founding fathers of American pragmatism; their association with Jane Addams and Hull House, known for their commitment to pragmatic education and social change, and the work of C. Wright Mills, an avid student of Dewey and Max Weber. Of all these, Dewey and Mills seem to have been the most prominent authors whose views on education had a formative impact on the service-learning movement.

⁵⁶ Mooney, Linda and Bob Edwards, 2001, ‘Experiential Learning in Sociology: Service Learning and Other Community-Based Learning Initiatives’, cit., p. 184.

⁵⁷ Bickford, Donna M. and Nedra Reynolds, 2002, ‘Activism and Service-Learning: Reframing Volunteerism as Acts of Dissent’, *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, Vol. 2, No. 2, pp. 229 – 252.

National Student Volunteer Program, which later became the National Center for Service Learning. In 1971,⁵⁸ “Service learning as a term first appears in the late 1960s in the publications of the Southern Regional Education Board whose primary writers were Robert Sigmon and William Ramsay. In 1969, the Office of Economic Opportunity established the this program and two others—Peace Corps and VISTA—combined to form the federal agency ACTION.” as cited in Kessinger, Thomas A., *Service Learning* in Hunt, Thomas C., James C. Carper, Thomas J. Lasley II, and C. Daniel Raisch (Eds.), 2010, *Encyclopedia of Educational Reform and Dissent*, Thousand Oaks, CA: SAGE, pp. 814-16, p. 814, Retrieved from SAGE Reference Online Web, Gelman Library, The George Washington University, Washington DC, on June 20, 2012.

⁵⁹ Hironimus-Wendt and Lovell-Troy, 1999; Giles and Eyler, 1994; Hatcher, 1997; Saltmarsh, 1996 as cited in Hatcher and Erasmus, 2008; Levkov and Umpleby, 2009; Kessinger, 2012.

The cornerstone of Dewey's approach to pedagogy is the philosophy of experience. This approach is embedded deeply in a social philosophy and links theory and practice i.e. the school and the community. According to the author, learning is an active, not a passive experience that occurs through an interaction between the learner and the environments. Learners, which in general are at different points of intellectual, social, and moral development, have an especially important role to actively participate in this interaction, creatively think and then, reflect on the activity in which they participated. On the other hand, teacher's responsibility is to: spark students' interest for learning and awaken their curiosity; create learning situations; problematize the learners' potential experiences; select the ones that are most likely to facilitate learning; assess the outcomes, and finally assess which attitudes are conducive to continued growth and development.⁶⁰

Dewey also "declared that the aim of community effectiveness calls attention to the fact that authority must be relative to doing something worthwhile, and to the reality that the things most in need of being done are things that entail one's connection with others. Furthermore, social efficiency includes that which makes a person's experience more meaningful to others, as well as that which enables one to contribute more completely in the experiences of contemporaries."⁶¹ He explicitly defines the role of education in a democracy and its challenge to "find balance between the tensions of social aims and individual development". For him, "the challenge is to ensure that education contributes to social intelligence that will yield improvements in society and individuals who can develop to their fullest potential, in ways that ultimately benefit society."⁶²

As it declared the need to integrate liberal and useful knowledge into action so that the society/ the environment could be transformed, many authors consider this educational philosophy 'pragmatic' in a sense that it calls for action in which the learner will both critically reflect and solve problems. This will ultimately lead to improved social conditions.⁶³

C. Wright Mills, a contemporary of the social problems imposed by the industrialization, the rise of bureaucratic structures, and the decline of true voluntary associations, opined that all social sciences must aspire to create a more humane, reasoned, and free world. One of the levers for achieving such a world is education or better yet, progressive educational reforms and creation of ideal academic experience. Mills' ideal educational setting is based on values such as truth, reason, and freedom. It should be led by activist scientists who will (1) "arm students with the knowledge, skills and sensibilities necessary to improve the circumstances of those suffering from conditions they do not understand and thus are unable to change" and at the same time, (2) will facilitate students' empowerment.⁶⁴

To summarize, Dewey and Mills formulated social and educational philosophies according to which education is conceptualized as an active experience that links the school and the community through a complex process which encompasses both reflective thinking about the experience itself, and embedding educational ideas into the social context. With hope of resolving social issues, the ultimate goal of this education or transformation of the social and educational models is establishing more humane communities.

⁶⁰ Hironimus-Wendt, Robert J. and Larry Lovell-Troy, 1999, 'Grounding Service Learning in Social Theory', *Teaching Sociology*, Vol. 27, No. 4, pp. 360 – 372, p. 364; Taylor, Pamela G., 2002, 'Service-Learning as Postmodern Art and Pedagogy', *Studies in Art Education*, Vol. 43, No. 2, pp. 124 – 140, p. 127, 128.

⁶¹ Kessinger, Thomas A., *Service Learning* in Hunt, Thomas C., James C. Carper, Thomas J. Lasley II, and C. Daniel Raisch (Eds.), 2010, *Encyclopedia of Educational Reform and Dissent*, cit., p. 814, Retrieved from SAGE Reference Online Web on June 20, 2012.

⁶² Hatcher, Julie A., Mabel A. Erasmus, 2008, 'Service-Learning in the United States and South Africa: A Comparative Analysis Informed by John Dewey and Julius Nyerere', *Michigan Journal of Community Service Learning*, Fall 2008, pp.49-61, p. 51.

⁶³ Hatcher, Julie A., Mabel A. Erasmus, 2008, 'Service-Learning in the United States and South Africa: A Comparative Analysis Informed by John Dewey and Julius Nyerere', cit., p. 52.

⁶⁴ Hironimus-Wendt, Robert J. and Larry Lovell-Troy, 1999, 'Grounding Service Learning in Social Theory', cit., p. 365

Critics of Dewey's and Mills' work make claims that they did not go much further beyond merely explaining the importance of the new educational model and that neither provides insights or suggestions on how to actually transform the educational system and realize a societal and community reform. Critics also make similar claims for the work of other scholars who although add on the work of Dewey and Mills and recognize that the educational experience is central to social reform, still "neglect the promise of experiential learning". Among these they name several such as Martha Nussbaum and Frank Hearn.⁶⁵

Kolb is another author who made an important contribution to the body of service-learning knowledge and practice. He is known for the four-phased experiential learning cycle (or four-staged cognitive growth process) consisted of: concrete experience, reflective observation, abstract conceptualization, and active experimentation. His Experiential Learning Theory (ELT) dating from 1980s is primarily based on the works of Lewin (1948), Dewey (1934; 1929), and Piaget (1964; 1970). A common feature that the theories of all these authors share is their view of learning as a process whereby concepts flow from and are continuously modified by experience. According to ELT, "learning is 'a holistic process of human adaptation to the world' (Kolb 1984 p.31). Learning in this sense is an active, self-directed, and life-long process that can be applied in everyday life. It occurs in all kind of settings and encompasses all life stages. To learn involves the integrated functioning of thinking, feeling, perceiving and behaving, as well as communications between the person and the environment."⁶⁶

Taylor (2002) points to Paulo Freire's idea about co-intentional education as important source of inspiration for the service-learning theory. Freire opines that the success and the meaning of service-learning programs are dependent upon committed involvement of both the teachers and the students. The teacher and the student or the service-learner and the community agent are co-learners and co-workers. They work together toward mutual goals for achieving social justice and personal transformation and in doing so they form a strong bond of reciprocity. There is a constant and meaningful exchange between all parties involved and everyone learn to respect everyone's values, needs and expectations.⁶⁷

And finally, in this section of the publication about the philosophical and pedagogical foundations of service-learning we would like to present Ernest Boyer's (1990) model or interpretation of scholarship. Boyer is famous for challenging "academia to rethink the long-held notions of academic work and extending them to include, along with the scholarship of discovery, the scholarship of integration, application and teaching".⁶⁸ Authors Buchanan, Baldwin and Rudisill (2002) discuss how these forms of scholarships relate to higher education institutions' mission and evaluation practices and link them to the impact that service-learning experiences have on promoting the ethic of service and social responsibility.

Brief History of Service-Learning in USA

The formal establishment of service programs started in the 1930s. During the late 1960s and 1970s service-learning was introduced to and present on many college campuses in the United States. From the mid-1980s and onward service learning gained increased popularity which seems to have climaxed

⁶⁵ Ibid, p. 366.

⁶⁶ Jia, Yunyan, 2004, *Students' Learning Styles and Their Correlation with Academic Performance in Architectural Design Studio*, Dissertation, The HKU Scholars Hub, The University of Hong Kong, p. 6, Retrieved on June 23, 2012 from <http://hdl.handle.net/10722/31928>.

⁶⁷ Taylor, Pamela G., 2002, 'Service-Learning as Postmodern Art and Pedagogy', *Studies in Art Education*, Vol. 43, No. 2, pp. 124 – 140, p. 128.

⁶⁸ Buchanan, Alice M., Shelia C. Baldwin, and Mary E. Rudisill, 2002, 'Service Learning as Scholarship in Teacher Education', *Educational Researcher*, Vol. 31, No. 8, pp. 30 – 36, p. 30.

then with the establishment of Campus Compact or the Project for Public and Community Service. Another major breakthrough in promoting and strengthening of service learning has happened during the 1990s when national and community leaders have started promoting volunteer service in the United States in line with the rapidly changing social, political, and economic context of higher education. In 1990 President George H. W. Bush signed the National Community Service Act and later, in 1993, President Bill Clinton proposed legislation to expand opportunities for serving communities and earning awards for education. This was actually the beginning of AmeriCorps or now known as the National Corporation for National Service.

Further below is a historical timeline that highlights some of the most important dates in the development of service-learning provided by the National Service-Learning Clearinghouse.⁶⁹

- 1903 — Cooperative Education Movement founded at the University of Cincinnati
- Circa 1905 — William James, John Dewey developing intellectual foundations to service-based learning
- 1910 — American philosopher William James envisions non-military national service in his essay "The Moral Equivalent of War"
- Circa 1915 — Some Folk Schools in Appalachia become two- and four-year colleges with work, service, and learning connected
- 1933-1942 — Through the Civilian Conservation Corps (CCC), created by Franklin D. Roosevelt, millions of young people serve terms of 6 to 18 months to help restore the nation's parks, revitalize the economy, and support their families and themselves
- 1935 — Work Projects Administration established (needed public work for people who needed jobs)
- 1944 — The GI Bill links service and education, offering Americans educational opportunity in return for service to their country
- 1960s — The Retired and Senior Volunteer Program (RSVP), the Foster Grandparent Program, and the Senior Companion Program are developed to engage older Americans in the work of improving the nation
- 1961 — President John F. Kennedy establishes the Peace Corps, with authorizing legislation approved by Congress on September 22, 1961
- 1964 — As part of the "War on Poverty," President Lyndon B. Johnson creates VISTA (Volunteers in Service to America), a National Teacher Corps, the Job Corps, and University Year of Action. VISTA provides opportunities for Americans to serve full-time to help thousands of low-income communities. White House Fellows program established
- 1965 — College work-study programs established
- 1966 — Urban Corps emerged, funded with federal work-study dollars
- 1966-1967 — "Service-learning" phrase used to describe a TVA-funded project in East Tennessee with Oak Ridge Associated Universities, linking students and faculty with tributary area development organizations
- 1968 — National Service Secretariat Conference on National Service held in Washington, D.C
- 1969 — Atlanta Service-Learning Conference (sponsors included Southern Regional Education Board, U.S. Dept. HEW, City of Atlanta, Atlanta Urban Corps, Peace Corps, and VISTA)
- 1970 — The Youth Conservation Corps engages 38,000 people age 14 to 18 in summer environmental programs
- 1971 — White House Conference on Youth report full of calls for linking service and learning. Also, the National Center for Public Service Internships was established, and the Society for Field Experience Education (these two merged in 1978 to become the National Society for Internships and

⁶⁹ http://www.servicelearning.org/what_is_service-learning/history

- Experiential Education)
- Circa 1971 — National Student Volunteer Program (became the National Center for Service-Learning in 1979) established. Published *Synergist*, a journal promoting linking service and learning
- 1976 — California Governor Jerry Brown establishes the California Conservation Corps, the first non-federal youth corps at the state level
- 1978 — The Young Adult Conservation Corps creates small conservation corps in the states with 22,500 participants age 16 to 23
- 1979 — "Three Principles of Service-Learning" published in the *Synergist*
- 1980s — National service efforts are launched at the grassroots level, including the Campus Outreach Opportunity League (1984) and Campus Compact (1985), which help mobilize service programs in higher education; the National Association of Service and Conservation Corps (1985), which helps replicate youth corps in states and cities; National Youth Leadership Council (1982), which helps to prepare future leaders; and Youth Service America (1985), through which many young people are given a chance to serve
- 1981 — National Center for Service-Learning for Early Adolescents established
- 1989 — *Wingspread Principles of Good Practice in Service-Learning* written—more than seventy organizations collaborate to produce the ten principles
- 1989-1990 — President George Bush creates the Office of National Service in the White House and the Points of Light Foundation to foster volunteering
- 1990 — Congress Passes, and President Bush signs, the National and Community Service Act of 1990. The legislation authorizes grants to schools to support service-learning and demonstration grants for national service programs to youth corps, nonprofits, and colleges and universities. Learn and Serve America established (as Serve-America). The legislation also authorizes establishment of the National Service-Learning Clearinghouse
- 1992 — The Maryland State Board of Education adopts mandatory service requirement which becomes effective in 1993 and affects the graduating class of 1997 and beyond
- 1993 — Association of Supervision and Curriculum Development endorse the importance of linking service with learning
- Sept. 1993 — President Bill Clinton signs the National and Community Service Trust Act of 1993, creating AmeriCorps and the Corporation for National Service. The legislation unites Senior Corps, AmeriCorps, VISTA and Learn and Serve America into one independent federal agency
- 1994 — Congress passes the King Holiday and Service Act of 1994, charging the Corporation for National Service with taking the lead in organizing Martin Luther King Day as a day of service. The Stanford Service-Learning Institute created. The Ford Foundation/United Negro College Fund Community Service Partnership Project (a 10-college program linking direct service and learning) begun
- 1995 — Service-Learning network on the internet, via the University of Colorado Peace Studies Center
- April 1997 — The Presidents' Summit for America's Future, chaired by General Colin Powell, brings together President Clinton, former Presidents Bush, Ford, and Carter, and Mrs. Reagan to recognize and expand the role of AmeriCorps and other service programs in meeting the needs of America's youth
- 1997 — Fourth of July Declaration on the Civic Responsibility of Higher Education published — *Wingspread Declaration Renewing the Civic Mission of the American University* published
- 2001 — First International Conference on Service-Learning Research held — *Wingspread conference on student civic engagement* held
- 2002 — The USA Freedom Corps, a coordinating council and White House office, was launched to help Americans answer President George W. Bush's

- nationwide call to service
- 2003 — President Bush created the President's Council on Service and Civic Participation to find ways to recognize the valuable contributions volunteers are making in our Nation. The council created the President's Volunteer Service Award program as a way to thank and honor Americans who, by their demonstrated commitment and example, inspire others to engage in volunteer service.

Effects of Service-Learning

For almost two decades now the theoretical and practical domain of service-learning has been marked with a rapidly growing body of research and ‘evidence’ concerning the benefits of it and its inclusion in the curricular mainstream. The work of Astin, Sax and Avalos, 1999; Batchelder and Root, 1994; Eyler, Giles and Braxton, 1997; Eyler and Giles, 1999; Hesser, 1995; Rhoads, 1997; Sax, Astin and Astin, 1996;⁷⁰ Howard and King, 1993; Kendrick, 1996;⁷¹ Eyler, Giles, Stenson and Gray, 2001; Astin, Vogelgesang, Ikeda and Yee, 2000; Brzozowski, Homenda and Roy, 2012 etc. are just few among the most cited studies documenting the impact of service-learning on college students, faculty, higher education institutions and communities. Although these studies shed light on the efficacy of participating in service during the undergraduate years, there is still a lot to be learned about what forms of, and approaches to, service learning are most effective.

This part of the publication aims at presenting the findings of different studies 1) which explored the comparative effects of service learning and community service on the cognitive and affective development of students, faculty, higher-education institutions, and communities in general, and 2) whose purpose was to enhance our understanding of how service-learning is enhanced by service. We can only hope that after being offered ample evidence documenting the educational value of service-learning, faculty may rise above the mere understanding of how service-learning takes place and reach the level of a firm support of integrated service-learning.

In fact, what is presented here is mostly based on, and in some sense is an abridged version of the findings of Astin, Vogelgesang, Ikeda and Yee, 2000⁷² and the meticulously systematized overview of past studies on the outcomes of service-learning done by Eyler, Giles, Stenson and Gray, 2001.⁷³ But before we move on to summarizing the most important findings of these studies, we would like to draw readers’ attention to the conceptual model of the influence of service-learning on academic and

⁷⁰ As cited in Vogelgesang, Lori J. and Alexander W. Astin, 2000, ‘Comparing the Effects of Community Service and Service-Learning’, *Michigan Journal of Community Service Learning*, Vol. 7, Issue Fall 2000, pp. 25 – 34, p. 25.

⁷¹ As cited in:

1) Seider, Scott C., Samantha A. Rabinowicz, and Susan C. Gillmor, 2011, ‘The Impact of Philosophy and Theology Service-Learning Experiences upon the Public Service Motivation of Participating College Students’, *The Journal of Higher Education*, Vol. 82, No. 5, pp. 597 – 628, p. 600, Downloadable from: http://people.bu.edu/seider/Consolidated%20papers/Public%20Service%20Motivation%20Paper%20Final%20Proofs_Seider%20et%20al.pdf;

2) Strage, Amy, 2004, ‘Long-term Academic Benefits of Service-Learning: When and Where Do They Manifest Themselves’, *College Student Journal*, Vol. 38, Issue 2, Last retrieved in HTML format from Academic Search Complete, Gelman Library on June 2, 2012.

⁷² Astin, Alexander W., Lori J. Vogelgesang, Elaine K. Ikeda, and Jennifer A. Yee, 2000, *How Service Learning Affects Students*, Los Angeles, CA: Higher Education Research Institute, University of California, Los Angeles, Retrieved from Gelman Library on June 16, 2012. Executive summary available on: <http://heri.ucla.edu/pdfs/rhowas.pdf>

⁷³ Eyler, Janet, Dwight E. Giles, Jr., Christine M. Stenson, and Charlene J. Gray, 2001, *At a Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993 – 2000*, Third Edition, Vanderbilt University, Funded by the Corporation for National Service, Learn and Serve America, National Service Learning Clearinghouse, Downloadable from: <http://www.compact.org/wp-content/uploads/resources/downloads/aag.pdf>

social gains developed by Furco, Jones-White, Huesman Jr., and Gorny, 2010.⁷⁴ The study behind the model attempted to understand the role of student involvement in service-learning opportunities and its relationship with desired academic and social gains within Astin's (1984) Input-Environment-Output framework. In the words of the authors themselves, the research specifically set out "to answer how participation in service-learning influences pro-social behaviors, such as diverse interactions, critical conversations, problem solving, and critical analysis, and how these experiences and behaviors are related to desired educational outcomes, such as gains in academic skills and the development of cultural competency."⁷⁵

Focusing primarily on the effects of service-learning on students, Astin, Vogelgesang, Ikeda and Yee, 2000 performed "a quantitative longitudinal study of a national sample of students at diverse colleges and universities and a qualitative study of students and faculty who participated in service learning at a subset of these institutions... The impact of service learning and community service was assessed on 11 different dependent measures: academic outcomes (three measures), values (two measures), self-efficacy, leadership (three measures), career plans, and plans to participate in further college as freshmen."⁷⁶

The service-learning research in higher education by Eyler, Giles, Stenson and Gray, 2001, on the other hand, does not constitute an original field research in the true sense of the word. It is a summary of the findings of numerous studies with included annotated bibliography which covers the period from 1993 to 2000. As the authors themselves say, "it is designed to provide a quick overview of where we are in the field today and a map to the literature."⁷⁷

1) Effects of Service-Learning on Students

The ways service-learning affects students can be categorized under the following 'types' of positive impact of service-learning on:⁷⁸

1. Personal outcomes

- Students' personal development (building a sense of personal efficacy, personal identity, spiritual growth, and moral development);
- Students' interpersonal development;
- Ability to work well with others, leadership, and communication skills etc.

2. Social outcomes

- Reduction of stereotypes and facilitation of cultural and racial understanding;
- Subversion and support of course goals of reducing stereotyped thinking and facilitating cultural and racial understanding;
- Sense of social responsibility and citizenship skills;
- Commitment to service;
- Involvement in community service after graduation etc.

⁷⁴ Furco, Andrew, Daniel Jones-White, Ronald Huesman, Jr., and Laura Gorny, 2010, *Developing a Model of the Influence of Service-Learning on Academic and Social Gains with the SERU Survey*, University of Minnesota, Retrieved on July 4, 2012 from:

http://www.oir.umn.edu/static/papers/SERU_2012/SERU_Brief_MINNESOTA_Spring12.pdf.

⁷⁵ Ibid, p. 5.

⁷⁶ Astin, Alexander W., Lori J. Vogelgesang, Elaine K. Ikeda, and Jennifer A. Yee, 2000, *How Service Learning Affects Students*, cit., p. i.

⁷⁷ Eyler, Janet, Dwight E. Giles, Jr., Christine M. Stenson, and Charlene J. Gray, 2001, *At a Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993 – 2000*, Third Edition, cit., p. Cover page.

⁷⁸ According to ibid, p. 1 – 5.

3. Learning outcomes

- Student's academic learning;
- Student's ability to apply what they have learned in 'the real world';
- Academic outcomes such as: demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development etc.

4. Career development

5. Relationships with institution

- Stronger relationships with faculty compared to other students who are not involved in service-learning;
- Student satisfaction with college;
- Higher likeliness to graduate etc.

Eyler et al., 2001 also provide an overview of studies who partly or contrary to one another show that there is a mixed impact of community service, in general, or service-learning, specifically, on:

- Student academic learning as measured by course grades or GPA, and
- Student cognitive moral development.⁷⁹

Furthermore, still in the domain of service-learning's impact on students, these authors present the conclusive evidence about the effects of particular program characteristics on students. The specific characteristics of service-learning programs are:

- Placement quality;
- Reflection;
- Application of service to academic content;
- Duration and intensity of service;
- Exposure to diversity;
- Community voice, and
- Feedback.⁸⁰

Berman, 2006 offers a somewhat different classification of the benefits for students from service learning. We cite this classification in a form as presented in Levkov and Umpleby, 2009.⁸¹

1. Content learning

- In - context learning;
- Enhanced learning (in breadth and depth);
- More enduring learning;
- Transfer of learning to new situations.

2. Personal development

- Perception of self as service giver;
- Enhanced willingness to take risks;
- Openness to new people and experiences;
- Leadership, communication, and teamwork skills;
- Exposure to and acceptance of different society groups;
- Development of internal control;

⁷⁹ Ibid, p. 3, 4.

⁸⁰ Ibid, p. 6, 7.

⁸¹ Berman, Sally, 2006, *Service-Learning – A Guide to Planning, Implementing, and Assessing Student Projects*, Corwin Press, p. xxviii as cited in Levkov, Nikola and Stuart Umpleby, 2009, 'How Service Learning is Conducted in a School of Business', cit., p. 32, 33.

- More empathy - less judging.
- 3. Cognitive skills**
- Deepened understanding of concepts;
 - Enhanced transfer of learning;
 - Brainstorming;
 - Problem solving.
- 4. Community connections**
- Awareness of community problems;
 - Awareness of service organizations;
 - Enhanced civic responsibility.
- 5. Life skills**
- Knowing when to ask for help;
 - Knowing when to offer help;
 - Knowing how to find help;
 - Finishing a job that is started;
 - Following rules and directions;
 - Promoting personal safety;
 - Self-evaluation;
 - Deferring gratification;
 - Communicating clearly and precisely.

The quantitative longitudinal study of Astin et al., 2000 came to conclusions about significant positive effects of service participation on the following outcome measures:

- **Academic performance**
 - Grade point average;
 - Writing skills;
 - Critical thinking skills.
- **Values**
 - Commitment to activism;
 - Commitment to promoting racial understanding.
- **Self-efficacy**
- **Leadership**
 - Leadership activities;
 - Self-related leadership ability;
 - Interpersonal skills.
- **Choice of a service career**
- **Plans to participate in service after college.**

The qualitative portion of Astin et al., 2000 study “involved in-depth case studies of service-learning on three different campuses. Individual and group interviews with faculty and students, together with classroom observations, were conducted at each site.” Its findings suggest that “service learning is effective in part because it facilitates four types of outcomes: an increased sense of personal efficacy, an increased awareness of one’s personal values, and increased engagement in the classroom

experience. The qualitative findings suggest that both faculty and students develop a heightened sense of civic responsibility and personal effectiveness through participation in service-learning.⁸²

2) Impact of Service-Learning on Faculty

When set in formal courses service-learning provides opportunities or benefits for faculty, as well. Here is a list of some of the most important benefits:

- An experience of nurturing and encouraging students to share their experience through professional writing and presentation based on academic plans and/ or curriculum which satisfy the requirements of institutional review boards (IRB);
- Satisfaction with quality of student learning as reported by faculty members themselves;
- Fostering motivated teaching due to greater student interaction with subject matter;
- Sense of being part of the creation of new avenues for scholarship and publication;
- Stronger commitment to research as reported by faculty members themselves;
- Sense of ‘paving the development trek’ for relations between organizations and faculty;
- Being acknowledged for contributing to increases in student recruitment and retention to departments due to increased enthusiasm and engagement with coursework;
- Development of new professional relationships with partners from the broader community – networking opportunities for colleagues across disciplines, practices, and professional backgrounds;
- Enhancement of the link between research and teaching;
- Opportunities to be actively engaged and knowledgeable about community issues;
- Satisfaction and benefits of getting engaged in a new or continuing mentoring relationships coupled with enthusiasm;
- Acquisition or improvement of expertise, knowledge of current and relevant phenomena, and presentation skills;
- Profound change of educators’ mental models or perceptions about the learning process itself and their own role as providers of knowledge and learning when the lecture is not the prime model of sharing thoughts etc.⁸³

According to Eyles et al., 2001, faculty using service-learning report satisfaction with quality of student learning, and commitment to research. As there is a rising trend of integrating service-learning into courses, there is almost a commonly shared awareness among faculty that the major barriers to providing service-learning and establishing service-learning partnerships are:

- Lack of resources, and lack of faculty reward as incentives to get involved in service-learning projects,⁸⁴
- Unwillingness or low proneness to risk-taking and continual learning;

⁸² Astin, Alexander W., Lori J. Vogelgesang, Elaine K. Ikeda, and Jennifer A. Yee, 2000, *How Service Learning Affects Students*, cit., p. ii, iv.

⁸³ Brzozowski, Bonnie, Nicholas Homenda, and Loriene Roy, 2012, ‘The Value of Service Learning Projects in Preparing LIS Students for Public Services Careers in Public Libraries’, *The Reference Librarian*, Vol. 53, pp. 24 – 40, p. 35, 36, Retrieved from Gelman Library on June 16, 2012; Community Service-Learning Center, University of Minnesota, *Benefits of Service-Learning*, <http://www.servicelearning.umn.edu/info/benefits.html>, Retrieved on July 4, 2012; Eyles, Janet, Dwight E. Giles, Jr., Christine M. Stenson, and Charlene J. Gray, 2001, *At a Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993 – 2000*, Third Edition, cit, p. 8.

⁸⁴ Eyles, Janet, Dwight E. Giles, Jr., Christine M. Stenson, and Charlene J. Gray, 2001, *At a Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993 – 2000*, Third Edition, cit, p. 8.

- Necessity of commitment to planning well in advance and negotiating the project with the site and field supervisor.⁸⁵

3) Benefits for Clients and the Community

We finish this part of the publication with the ‘list of benefits for clients and the community’ according to Community Service-Learning Center, University of Minnesota:

- Acquisition of additional human resources needed to achieve organizational mission and goals;
- Organization's work infused with new energy, enthusiasm, and perspectives;
- Growth of the organization's volunteer pool as service-learning students share their experiences with friends and classmates;
- Increased public awareness and active role of organizations in educating and challenging student perceptions about key community issues and/or problems;
- Outreach to youth as an important part of any organization's ‘social’ and ‘intangible’ capital;
- Sense of actually being part of educating students/ youth about community issues;
- Preparation of today's students to be tomorrow's civic leaders through, among other things, potentially correcting any misperceptions and fostering an ethic of service and civic participation in students;
- Networking with colleagues in other organizations and agencies – potential for additional partnerships between organizations and faculty;
- Opportunities for identification of and accessing other university resources etc.⁸⁶

⁸⁵ Brzozowski, Bonnie, Nicholas Homenda, and Loriene Roy, 2012, ‘The Value of Service Learning Projects in Preparing LIS Students for Public Services Careers in Public Libraries’, cit., p. 35.

⁸⁶ Community Service-Learning Center, University of Minnesota, *Benefits of Service-Learning*, cit. Available on: <http://www.servicelearning.umn.edu/info/benefits.html>. Last retrieved on July 4, 2012.

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OTHER ONLINE RESOURCES for Chapter 1

http://www.equalaccess4pws.org/sites/default/files/resources/AEIFproposal_MK_CR_finalists_narrative_new.pdf

<http://www.equalaccess4pws.org/activity-list>

<http://www.maaa.com.mk/jfdp-conference-2010>

<http://www.magnapubs.com/bio/124/>

http://www.servicelearning.org/what_is_service-learning/history

CHAPTER 2

PRACTICAL ASPECTS OF EMBEDDING SERVICE-LEARNING IN HIGHER EDUCATION INSTITUTIONS

Introduction

Although the process of implementation and integration of service-learning into higher-education institutions was previously briefly described in Chapter 1, we feel that it needs to be further explained. Our intention is to offer at least some form of a conceptual framework from which insights can be drawn when higher education institutions consider starting substantive reforms for quality learning.

The team working on this project and especially on this publication found a plethora of relevant and important literature, as well as other materials by exploring the information and expertise pool of the U.S. Corporation for National and Community Service, the National Service-Learning Clearinghouse, and many articles published in renown academic journals. Before we present the abridged and adapted version of the guidelines provided in *Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education* [Seifer and Connors, Eds., 2007] which served as a ‘backbone’ for our guidelines, we would like to make an overview of a model of institutional change for integration of service-learning i.e. a comprehensive Action Plan for implementing service-learning in higher education institutions.

The idea behind this part of the Guideline is to respond to the questions and concerns of faculty and administrators who recognize a need for change in courses design and curricula ‘forced upon’ them by globalization, accreditation agencies, and more salient demands by students for more significant learning experiences. We like to believe that higher-education institutions in Republic of Macedonia will find it useful as a means or a practical approach to the systemic change with which service-learning is going to be integrated in existing and future course designs and curricula.

Reforming the Present State of Higher Education by Implementing the *Comprehensive Action Plan for Service-Learning (CAPSL)*

The foundation for this part of the guideline is the model for implementing and institutionalizing service-learning within higher education developed by Bringle and Hatcher (1996).⁸⁹ The model is a result of a major project for establishing an Office of Service Learning at Indiana University-Purdue University, Indianapolis within a broader three-year Campus Compact project on integrating service with academic study. Its sequence of activities represents a heuristic that helps focus attention on steps needed for achieving systematic organizational (institutional) change and program development. Although the set of activities is presented in a linear form, this is a pattern that in practice is seldom linear. As a matter of fact, the authors claim that the development of a service-learning program at an institutional level is cyclical in nature (contains many cycles back and forth across activities).

The heuristic contains the following activities/ tasks:

- Initial planning;

⁸⁹ Bringle, Robert G., and Julie A. Hatcher, 1996, ‘Implementing Service Learning in Higher Education’, *The Journal of Higher Education*, Vol. 67, No. 2, pp. 221 – 239.

- Awareness raising;
- Search for available examples or prototype courses;
- Resource gathering and designing activities;
- Expansion;
- Documentation of the service-learning implementation (monitoring);
- Evaluation of the service-learning outcomes;
- Public recognition of service-learning outcomes in the media, as well as through scholarship and research published in professional journals;
- Further formal research;
- Institutionalization of service-learning through establishment of degree programs.

The authors also provide lists of examples of activities that should be undertaken by: higher-education institutions; faculty; students, and community. We present them in their original form as presented by Bringle and Hatcher.

Examples of institutional activities⁹⁰

Planning	<ul style="list-style-type: none"> • Form a planning group of key persons • Survey institutional resources and climate • Attend Campus Compact Regional Institute • Develop a Campus Action Plan for service learning • Form an advisory committee
Awareness	<ul style="list-style-type: none"> • Inform key administrators and faculty groups about service learning and program development • Join national organizations (e.g., Campus Compact, National Society for Experiential Education, Partnership for Service-Learning) • Attend service learning conferences
Prototype	<ul style="list-style-type: none"> • Identify and consult with exemplary programs in higher education
Resources	<ul style="list-style-type: none"> • Obtain administrative commitments for an Office of Service Learning (e.g., budget, office space, personnel) • Develop a means for coordinating service learning with other programs on campus (e.g., student support services, faculty development) • Apply for grants
Expansion	<ul style="list-style-type: none"> • Discuss service learning with a broader audience of administrators and staff (e.g., deans, counselors, student affairs) • Support attendance at service learning conferences • Collaborate with others in programming and grant applications • Arrange campus speakers and forums on service learning
Recognition	<ul style="list-style-type: none"> • Publicize university's service learning activities to other institutions • Participate in conferences and workshops • Publish research • Publicize service learning activities in local media
Monitoring	<ul style="list-style-type: none"> • Collect data within institution (e.g., number of courses, number of faculty teaching service learning courses, number of students enrolled, number of agency partnerships)
Evaluation	<ul style="list-style-type: none"> • Compile annual report of Office of Service Learning • Include service learning in institutional assessment
Research	<ul style="list-style-type: none"> • Conduct research on service learning within institution and across institutions
Institutionalization	<ul style="list-style-type: none"> • Service is part of university mission statement and service learning is recognized in university publications

⁹⁰ Ibid, p. 226.

- Service learning is an identifiable feature of general education
- Service learning courses are listed in bulletins, schedule of classes, and course descriptions
- University sponsors regional or national conferences on service learning
- Hardline budget commitments to sustain service learning programs

Examples of faculty activities⁹¹

Planning	<ul style="list-style-type: none"> • Survey faculty interest and service learning courses currently offered • Identify faculty for service learning planning group and advisory committee
Awareness	<ul style="list-style-type: none"> • Distribute information on service learning (e.g., brochures, newsletters, and articles) • Identify a faculty liaison in each academic unit
Prototype	<ul style="list-style-type: none"> • Identify or develop prototype course(s)
Resources	<ul style="list-style-type: none"> • Identify interested faculty and faculty mentors • Maintain syllabus file by discipline • Compile library collection on service learning • Secure faculty development funds for expansion • Identify existing resources that can support faculty development in service learning • Establish a faculty award that recognizes service
Expansion	<ul style="list-style-type: none"> • Offer faculty development workshops • Arrange one-on-one consultations • Discuss service learning with departments and schools • Provide course development stipends and grants to support service learning • Focus efforts on underrepresented schools • Develop faculty mentoring program • Promote development of general education, sequential, and interdisciplinary service learning courses
Recognition	<ul style="list-style-type: none"> • Publicize faculty accomplishments • Include service learning activities on faculty Annual Report forms • Involve faculty in professional activities (e.g., publications, workshops, conferences, forums) • Publicize recipients of the faculty service award
Monitoring	<ul style="list-style-type: none"> • Collect data on faculty involvement (e.g., number of faculty involved in faculty development activities, number of faculty offering service learning courses)
Evaluation	<ul style="list-style-type: none"> • Provide assessment methods and designs to faculty (e.g., peer review, portfolios) • Evaluate course outcomes (e.g., student satisfaction, student learning)
Research	<ul style="list-style-type: none"> • Facilitate faculty research on service learning • Conduct research on faculty involvement in service learning
Institutionalization	<ul style="list-style-type: none"> • Service learning is part of personnel decisions (e.g., hiring, annual review, promotion and tenure) • Service learning is a permanent feature of course descriptions and the curriculum • Service learning is an integral part of the professional development of faculty

⁹¹ Ibid, p. 229.

Examples of student activities⁹²

Planning	<ul style="list-style-type: none"> • Survey student involvement in service activities (e.g., individuals and student groups) • Survey student attitudes toward service and service learning • Identify students for service learning planning group and advisory committee
Awareness	<ul style="list-style-type: none"> • Distribute information about service learning (e.g., newspaper articles, posters, brochures, student orientation) • Inform counselors about service learning • Arrange presentations to student organizations
Prototype	<ul style="list-style-type: none"> • Recruit students for prototype course(s)
Resources	<ul style="list-style-type: none"> • Publicize service learning courses (e.g., class schedule, counselors) • Establish service learning scholarships • Secure money for service learning course assistants and site coordinators
Expansion	<ul style="list-style-type: none"> • Establish a broad offering of service learning courses, including required general education courses, sequential courses, and interdisciplinary courses • Include past students from service learning courses in the recruitment of new students • Create course assistant and site coordinator positions for students • Develop 4th credit option for students to design "independent" service learning components • Offer service learning minor • Involve students in the development of service learning courses and related activities (e.g., workshops, focus groups, state organizations, conferences)
Recognition	<ul style="list-style-type: none"> • Publicize recipients of student scholarships that recognize service • Write letters of recommendation for students involved in service • Nominate students for local, regional, and national recognitions and awards • Create co-curricular transcript
Monitoring	<ul style="list-style-type: none"> • Collect data on student involvement (e.g., enrollment, withdrawal rates)
Evaluation	<ul style="list-style-type: none"> • Evaluate service learning courses (e.g., student satisfaction, learning outcomes, retention)
Research	<ul style="list-style-type: none"> • Conduct research on student service learning experiences • Promote student involvement in action research
Institutionalization	<ul style="list-style-type: none"> • Consistently high enrollment in service learning courses • Widespread use of 4th credit option • Service learning is part of student culture

Examples of community activities⁹³

Planning	<ul style="list-style-type: none"> • Survey existing university/community partnerships • Identify community representatives for service learning planning group and advisory committee
Awareness	<ul style="list-style-type: none"> • Distribute information on service learning (e.g., newsletter, brochure) • Initiate meetings and site visits with agency personnel • Educate agency personnel on differences between voluntary service and service learning
Prototype	<ul style="list-style-type: none"> • Collaborate with agency personnel to develop prototype course(s)
Resources	<ul style="list-style-type: none"> • Compile community needs assessments (e.g., United Way community needs

⁹² Ibid, p. 233.

⁹³ Ibid, p. 235.

	assessment)
	<ul style="list-style-type: none">• Secure money for site-based student coordinators• Write a community agency resource manual on the university's policies and procedures for service learning courses
Expansion	<ul style="list-style-type: none">• Initiate community workshops and discussions on service learning• Increase involvement of agency personnel in course design and university- level service learning activities• Explore new service learning opportunities• Collaborate with community agencies on programming, grant proposals, and conference
Recognition	<ul style="list-style-type: none">• Sponsor recognition events for agencies and agency personnel• Publicize community partnerships in local media
Monitoring	<ul style="list-style-type: none">• Monitor training and supervision of students at agency• Maintain records of student and faculty involvement at agency
Evaluation	<ul style="list-style-type: none">• Assess impact of service learning activities on meeting agency and client needs
Research	<ul style="list-style-type: none">• Collaborate with agencies on action research projects
Institutionalization	<ul style="list-style-type: none">• Faculty are formally involved with agency (e.g., consultant, board of directors)• Agency personnel are formally involved with university (e.g., team teach course, campus committees)• Agencies allocate additional resources to support and train student volunteers

Because of its ‘trailblazing’ role in our endeavors to compose this publication, we are presenting the aforementioned abridged and adapted version of the *Faculty Toolkit for Service-Learning in Higher Education*.

Establishing Community-Campus Partnership for Service-Learning

A successful development and implementation of a curriculum that fully integrates Service-Learning is impossible without first establishing an effective and fully functional community-campus partnership. This partnership is a means for: articulation of the community needs; awareness-raising; and involvement of the faculty and students in solving community problems, and making lasting impact for the betterment of the society. The functionality and effectiveness of this partnership depend on lot more than the well-known as important “aspects of partnership functioning, such as partner participation, partner relationships, staff support, sufficiency and flows of resources, leadership, management, communication, governance, partnership structure, and the external environment”.⁹⁴ In the words of Lasker, Weiss and Miller (2001), what makes them truly effective in making a positive impact on the community and the society at large, is their ability to:

- Deliver the expected results;
- Be sustainable;
- Continuously improve the utilization of the resources, their responsiveness to the community needs,
- Save costs and last, but not least,
- Improve the service quality and delivery.

This all is conditioned by the operationalization of the partnership’s synergy and the “fine tuning” of its determinants. Here, the basic premise is that synergy is a distinguishing feature or ability of the

⁹⁴ Lasker, Roz D., Elisa S. Weiss, and Rebecca Miller, 2001, ‘Partnership Synergy: A Practical Framework for Studying and Strengthening the Collaborative Advantage’, *The Milbank Quarterly*, Vol. 79, Issue 2, pp. 179 – 205, pp. 182.

collaborative effort to combine the resources, skills and the perspectives of the participants in a way that delivers bigger or more significant outcomes.⁹⁵

There are several important aspects or ‘cornerstones’ on which the community-campus partnership for service-learning should be based in order for it to achieve its purpose and even go beyond the initially set goals and objectives:

- Clearly formulated principles of the partnership and explicit ways of their application to the process of service-learning curriculum development;
- Identification of partners and familiarization with the community;
- Effective strategies for collaboration with the potential partners/ stakeholders within the community;
- Pre-planning strategies for the activities undertaken by the partners;
- Identification of resources and partners/ stakeholders within the academic institution that can facilitate a collaborative effort with community partners;
- Sustainable and mutually beneficial relationships with community leaders and other stakeholders;
- Asset-based approach towards working with communities in a service-learning partnership.⁹⁶

Although initially formulated for the area of health, the following principles, presented in the publication *Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education* [Seifer and Connors, Eds., 2007], seem universally applicable for any types of service-learning or community projects targeted at addressing various social groups’ needs or problems:

1. “Partnerships form to serve a specific purpose and may take on many goals over time.
2. Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
3. The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
4. The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
5. The partnership balances power among partners and enables resources among partners to be shared.
6. Partners make clear and open communication an ongoing priority by striving to understand each other’s needs and self-interests, and developing a common language.
7. Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
8. There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
9. Partners share the benefits of the partnership’s accomplishments.
10. Partnerships can dissolve and need to plan a process for closure.”⁹⁷

Reformulated, these principles point out to the most important features of efficient and effective Community-Campus partnerships:

- Purposefulness and strong goal-orientation;
- Clearly defined roles and responsibilities of all the involved partners/ stakeholders;

⁹⁵ Ibid, p. 183.

⁹⁶ Adapted from Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, Scotts Valley, CA: National Service-Learning Clearinghouse, p. 11.

⁹⁷ Ibid, p. 12.

- Carefully assessed power dynamics among the partners and consideration/ application of methods of power redistribution;
- Effective sharing of all the resources (financial, physical, human, knowledge etc.);
- Prioritization of tasks and objectives for urgent addressing the pressing needs and problems in the community;
- Clear, open and ongoing communication and coordination that lead to effective collaboration;
- Emergence of a community- and partnership-specific social capital (views, values, norms, trust, respect, commitment, relations, roles and procedures that are mutually agreed upon);
- Embedded feedback loops that encompass all of the partners and help make informed decisions;
- Established systems for monitoring and evaluation;
- Shared credit and appreciation for the accomplishments;
- Constant evolution of the partnership, on one side and yet, at the same time, time-limited character and need for the partnership to dissolve once it attains its goals and fulfills its purpose.⁹⁸

Establishing and Assessing Course Objectives, Learner Outcomes, and Competencies

The purpose of service-learning course experiences is 1) to make meaningful and significant contributions to the community, and 2) to deliver learner outcomes and help develop competencies. These goals are achieved provided “faculty members are fully equipped to facilitate and evaluate student learning in a community context”.⁹⁹ As service-learning is a type of experiential learning and should be fully integrated into today’s competency-based curricula, it is only logical and prudent to follow certain crucial steps during the process of determining and providing service-learning educational experiences. The key dimensions of this process are: objectives, learner outcomes, and competencies, and the steps are:¹⁰⁰

- **Assessment of needs** – A systematic process of 1) collecting and analyzing information for the purpose of identifying and ranking educational needs according to their priority, and 2) identifying and measuring the gaps between current and desired competencies. It is not intended to serve as a means to assess the learner but to identify deficiencies in the current teaching practices and/ or to anticipate deficiencies based on expected changes in the community needs. This way need assessment is a crucial stage of the development or review of educational curriculum focusing on its following crucial aspects:
 - Purpose;
 - Audience;
 - Issues;
 - Resources;
 - Data collection;
 - Data analyses;
 - Need prioritization.

Information needed for needs assessments come from various sources: objective information (test scores), subjective information (individuals expressing their needs), information about normative needs provided by experts (such as: education boards, accrediting and professional

⁹⁸ Ibid, p. 13 – 20.

⁹⁹ Ibid, p. 43.

¹⁰⁰ Hauer, Julie, and Timothy Quill, 2011, ‘Educational Needs Assessment, Development of Learning Objectives, and Choosing a Teaching Approach’, *Journal of Palliative Medicine*, Vol. 14, No. 4, pp. 503 – 507, p. 503, 504.

organizations etc.), and miscellaneous sources of information regarding comparative needs as determined by group comparison. Most common needs assessment methods are: surveys, focus groups, interviews, work with key informants, brainstorming etc. When it comes to identifying individual learning needs, then the most effective methods besides external assessment, are: self-assessment and reflection which in fact are the critical skills needed for achieving life-long learning.¹⁰¹

- **Identification of competencies** – In essence, this comes down to identification of knowledge, skills, and behaviors that are necessary for effective practice in a particular field or profession.¹⁰² There are two major approaches to the definition of a competence:
 - “Competence characterized as an ability to perform a task satisfactorily, the task being clearly defined and the criteria of success being out alongside this;
 - Competence characterized as wider than this, encompassing intellectual, cognitive and attitudinal dimensions, as well as performance; in this model, neither competences nor the criteria of achievement are so readily susceptible to sharp and discrete identification.”¹⁰³

Competencies are tightly related to the learning goals or objectives. Namely, students studying in current competence-based learning environments are encouraged to develop intrinsic learning goals and develop a set of competencies that they want for themselves or think is and/ or will be useful for their job. In order for the learning environment to achieve such a motivation in students, it has to be organized “in such a manner that it appeals to students’ own interests and presents them with relevant and clearly recognizable tasks. It is generally known that these goals evoke deeper learning processes and thus deeper cognitive activities and better learning results than more extrinsic, pure knowledge-acquisition goals (Ausubel, 1968; Kaldeway, 2006; Novak, 2002; Rozendaal, 2002).”¹⁰⁴

- **Setting learning goals and objectives** – “A learning objective is an outcome statement that identifies the knowledge, skills, and attitudes learners are expected to demonstrate. Objectives are used in a range of settings: what the learner should be able to exhibit following a course, a rotation, or a longitudinal experience.”¹⁰⁵ Quality-defined learning goals and objectives are: specific; measurable; clearly articulated and apprehensible both to the learner and educator; related to discipline-specific competencies and standards that need to be acquired and met; targeted to the level of learning, and classifiable across a variety of taxonomy levels.¹⁰⁶

“Once defined, the outcomes and objectives are then used to determine other elements: the content of curriculum; teaching and learning strategies; assessment and evaluation of learner, teacher, and effectiveness of curriculum”¹⁰⁷ i.e. they provide a ‘roadmap’ for planning course

¹⁰¹ Ibid, p. 504, 505.

¹⁰² Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, cit., p. 42.

¹⁰³ Whitty, Geoff, and Elizabeth Willmott, 1991, ‘Competence-based Teacher Education: Approaches and Issues’, *Cambridge Journal of Education*, Vol. 21, Issue 3, Available online from Academic Search Complete Database, Retrieved in HTML format on June 15, 2012.

¹⁰⁴ Koopman, Maaïke, Peter Teune, and Douwe Beijaard, 2008, ‘How to Investigate the Goal Orientations of Students in Competence-Based Pre-Vocational Secondary Education: Choosing the Right Instrument’, *Evaluation and Research in Education*, Vol. 21, No. 4, pp. 318 – 334, p. 319.

¹⁰⁵ Hauer, Julie, and Timothy Quill, 2011, ‘Educational Needs Assessment, Development of Learning Objectives, and Choosing a Teaching Approach’, cit., p. 505.

¹⁰⁶ According to Fink, L. D., 2003, *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, San Francisco, CA: Jossey-Bass as presented in ibid, p. 506.

¹⁰⁷ Ibid, p. 505.

instructions and help define the standards or criteria by which successful learning can be measured.¹⁰⁸

Example of setting goals for specific courses at University of Maryland¹⁰⁹

Course description: A course cross-listed in Afro-American Studies (AASP 498E: Special Topics in Black Culture: Race, Gender, and Identity) and American Studies (AMST 418E: Cultural Themes in America: Race, Gender, and Identity) focuses on the various ways in which race, gender, and class—along with other aspects of identity—shape the lives and experiences of people living in the U.S.

Course goals: Students examine the complex relationships between the construction of personal identities, the material realities of individuals' lived experiences, cultural and ideological meaning systems, and social institutions. Students also grapple with the ways in which the material world, the built environment and our urban areas in particular, influences our multiple identities and the ways in which we influence our material world.

Course methods: In addition to journal entries, class presentations, and class participation, this course also requires an integrated original research and service component. Students are required to research and analyze Greenbelt and Langston Terrace, two local planned communities. The former was originally planned for White families while the latter was planned for Black families. Students are expected to produce a paper that analyzes the site and places their findings within the context of the scholarly literature examined in the course. Through service, students work within the communities that they study and interact with community members. This allows students to understand better the relationships between the people and their material environments. Students also can explore the ways in which the changes that they initiate influence the communities.

Service goals: Students are required to apply their knowledge from readings, class discussions, and research to promote change in the communities that they study. For example, students may encourage residents to understand the history of their community.

Other possibilities: Since this is an interdisciplinary course, students could design projects that incorporate panoply of disciplinary expertise. Architecture students, for example, may choose to document historic structures, while Art History and Historic Preservation majors may select to research, clean, and preserve friezes in the community. Conducting oral interviews about the meanings of space or chronicling the community's historic development for the public library's collection could be possible projects for students in Afro-American Studies, American Studies, Anthropology, History or Women's Studies.

- **Determining teaching methods** – An explicit use of educational methods which serve to facilitate acquisition of knowledge, skills, and attitudes as defined through learning objectives. Which specific teaching method is going to be used in a given course depends on the size of the group and the setting. If the objective of the course is to develop strong partnership between faculty and learners (as it is the case in service-learning courses), then the learners should bring and/ or gain experience (such as problem-solving skills, self-awareness, management experience etc.) in a self-directed way which at the same time values opportunities to make a positive contribution to the learning of the instructor/ teacher, values

¹⁰⁸ Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, cit., p. 42.

¹⁰⁹ The example is taken in its original form from Commuter Affairs and Community Service, 1999, *Faculty Handbook for Service-Learning*, College Park, MD: University of Maryland, p. 24. Last retrieved on July 27, 2012 from: http://www.snc.edu/sturzcenter/docs/UMD_service_learning_faculty_handbook.pdf

flexible approaches from the educator, an last, but not least, is very mindful of the needs and problems of the community.¹¹⁰

- **Determining assessment methods** – One of the possible ways to assess student learning involved in a service-learning project is to use the DEAL model which “was developed as a mechanism to guide and quantitatively evaluate student critical reflections in service-learning courses by using outside ratings for depth of learning and critical thinking (Ash & Clayton, 2004; Ash, Clayton, & Atkinson, 2005; Ash, Clayton, & Day, 2005).”¹¹¹ The model is grounded in:
 - The theoretical work of Bloom (1956) known for his taxonomy of educational objectives (classification of educational goals)¹¹², and
 - Paul and Elder’s (2002) extensive work on critical thinking.

The DEAL model represents a three-step process during which students are moved from:

- a) “Describing their service experience, to
- b) Examining this experience in light of specified learning objectives for *academic enhancement, personal growth, and civic engagement*, to
- c) Articulating their learning in their reflections (Ash & Clayton, 2004; Ash, Clayton, & Moses, 2007; Jameson et al., 2008).

The model addresses changes to the teaching and learning processes and the shifts in perspective that occur when students are engaged in the *counter-normative* process of learning by connecting academic learning and community service through reflection (Clayton & Ash, 2004).¹¹³

- **Determining service-learning program improvement methods** – The purpose of using such methods is providing a truly effective education that benefits the students and the instructors/ teachers, and at the same time, benefits from faculty development. Effective faculty development seems to be of crucial importance for the improvement. The key to effective faculty development is: provision of feedback; effective peer and colleague relationships; well-designed interventions which strictly adhere to the principles of teaching and learning; use of diverse educational methods within single interventions etc.

Each of the aforementioned steps of developing and revising the service-learning program is necessary for closing the gap in the quality of the service that the program delivers to the community and all the involved parties. Service-learning programs are effective only when the process of needs assessment is utilized for creating learning objectives that tie to learning outcomes, methods of learning, and assessment of the learners, educators, and the entire program.¹¹⁴

To summarize: The checklist of key steps or components for establishing student outcomes and competencies in any service-learning course includes:

- Revision of competencies for the specific discipline or profession, as well as any competencies that the Department or the Degree Program has already established;

¹¹⁰ Adapted from Hauer, Julie, and Timothy Quill, 2011, ‘Educational Needs Assessment, Development of Learning Objectives, and Choosing a Teaching Approach’, cit., p. 506, 507.

¹¹¹ Molee, Lenore M., Mary E. Henry, Valerie I. Sessa, and Erin R. McKinney-Prupis, 2010, ‘Assessing Learning in Service-Learning Courses through Critical Reflection’, *Journal of Experiential Education*, Vol. 33, No. 3, pp. 239 – 257, p. 241.

¹¹² DeMers, Michael N., 2009, ‘Using Intended Learning Objectives to Assess Curriculum Materials: The UCGIS Body of Knowledge’, *Journal of Geography in Higher Education*, Vol. 33, Supplement 1, pp. S70 – S77, p. S71 – S73.

¹¹³ Ibid, p. 241.

¹¹⁴ Hauer, Julie, and Timothy Quill, 2011, ‘Educational Needs Assessment, Development of Learning Objectives, and Choosing a Teaching Approach’, cit., p. 507.

- Engagement of community partners in discussions about their expectations of student learning outcomes;
- Engagement of faculty and students in discussions about their expectations of student learning outcomes;
- Establishment of learning and service objectives for the course;
- Identification of tasks, or competencies that students are expected to perform after a successful completion of the course;
- Identification of what students must learn in order to complete the tasks;
- Determining the measures for assessing student learning outcomes;
- Preparation for identifying teaching methodologies and ways for further improvement of the service-learning course design.¹¹⁵

Planning Course Instructions and Activities

The plan of the course instructions and activities is actually a ‘road map’ of what students need to learn and how it will be done effectively during the class time. The process of planning should always be considered as closely connected with identifying the learning objectives and the strategies for obtaining feedback on students learning.¹¹⁶ As a matter of fact, planning is one of the crucial parts of the triad of course-design phases:

1. Identification of desired results - GOALS (content goals, skill goals, or in the case of service-learning courses/ projects, learning and service goals);
2. Determination of acceptable evidence – PROGRESS (assessment of students’ ability to meet the learning goals);
3. Planning learning experiences and instructions – PRACTICE (planning learning activities that support the learning goals of the course).¹¹⁷

In the case of service-learning, planning course instructions and activities is intricately interconnected with:¹¹⁸

- **Identification of key components of the service-learning class** – These are actually the elements that differentiate service-learning courses from traditional classes and include:
 - Delivery of part of the curriculum outside the classroom and within the context of the community;
 - Higher degree of complexity in terms of the number of stakeholders involved and the quality, resonance, and nature of knowledge transfer and competency building;
 - Multi-faceted goals which must be carefully defined so that they reflect the ‘blended value’ supposed to be created by the service-learning programs;
 - Unique and deliberate reflective component;
 - Higher degree of structure in comparison with traditional courses¹¹⁹.
- **Establishment or a review of the critical elements of the service-learning course syllabi** – The intention is to set expectation, but also to clarify the critical role that service-learning can

¹¹⁵ Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, cit., p. 43 – 45, 50.

¹¹⁶ Milkova, Stilian, *Strategies for Effective Lesson Planning*, Center for Research on Learning and Teaching, University of Michigan, Last retrieved on July 27, 2012 from http://www.crlt.umich.edu/gsis/P2_5.php.

¹¹⁷ Center for Teaching, *Course Design*, Vanderbilt University, Last retrieved on July 27, 2012 from <http://cft.vanderbilt.edu/teaching-guides/preparing-to-teach/course-design/>.

¹¹⁸ Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, cit., p. 69.

¹¹⁹ *Ibid*, p. 69, 70.

play in the overall education process. “According to Heffernan (2001) exemplary service-learning syllabi:

- Explicitly state that service-learning is used as one of the course teaching and learning strategies;
 - Define service-learning and distinguish it from other community experiences such as volunteerism;
 - State the learning objectives that are addressed through the service experience;
 - Describe the nature of the service placement and/or project;
 - Define the need(s) the service placement meets;
 - Specify the roles and responsibilities of students in the placement and/or service project (e.g., transportation, time requirements, community contacts, etc.);
 - Specify how students will be expected to demonstrate what they have learned in the placement/project (journal, papers, presentations);
 - Define reflection, or critical inquiry, and what constitutes high quality reflection;
 - Present reflective course assignments that link the service experience and the course content;
 - Specify how reflective assignments will be graded and/or evaluated.”¹²⁰
- **Understanding the role of reflection in linking learning and service** – The role of reflection was extensively explained in the previous chapter. Here we would like to focus more on the characteristics of the reflection process which make it effective in connecting the service experience and students’ learning and the assessment of reflection. According to Kerri Ribek (2000) and Bringle and Hatcher (1999) effective reflection:
 - Is a structured, guided, and purposeful activity – it is structured in terms of description, expectations, and the criteria for assessing the activity;
 - Regularly occurs during the semester so that students can practice it and develop the capacity to engage in deeper and broader reflection;
 - Links service objectives and course objectives i.e. links the service experience to the course content and learning objectives;
 - Includes both private and public reflection and provides feedback from the instructor about at least some of the reflection activities;
 - Fosters civic responsibility and appreciation of diversity;
 - Includes the opportunity for students to explore, clarify, and alter their values.¹²¹

In the same article from 1999, Bringle and Hatcher stress the importance of assessing how easily students engage in reflection and how quickly they mature in ability to learn from reflection. They do so by presenting a set of criteria for assessing levels of reflection developed by Bradley (1995). “Presenting these criteria to students prior to reflection activities can be helpful in creating expectations about their own development as reflective learners. Students can also be asked to evaluate their reflection activities with the criteria prior to

¹²⁰ Heffernan, Kerissa, 2001, *Fundamentals of Service-Learning Course Construction*, Providence, RI: Campus Compact as cited in Office of Service-Learning, 2008, *Syllabus Template for Classes with Service-Learning Components*, Duquesne University, Last retrieved on July 27, 2012 from: www.duq.edu/core-curriculum/_pdf/syllabus-sl.doc; Bringle, Robert G., and Julie A. Hatcher, 1999, ‘Reflection in Service Learning: Making Meaning of Experience’, *Educational Horizons*, Summer 1999, pp. 111 – 117, p. 114, last retrieved on July 28, 2012 from: http://www.westmont.edu/_offices/provost/documents/Curriculum/GE/Workshops/2007%20Service%20Learning%20Workshop/S-L%20Workshop-%20Reflection%20in%20Service%20Learning.pdf.

¹²¹ Ribek, Kerri, 2000, *A Faculty Manual for Integrating Service-Learning in Health Education* as cited in Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, cit., p. 85.

evaluation by instructor. This exercise provides opportunities for self-evaluation by the students as well as occasions to compare student and instructor assessments.”¹²²

- **Identification of strategies for fostering reflection and critical thinking** – There are many innovative approaches and methods to structure reflection activities ranging from informal to the formal. For instance, reflection could be done by: 1) *journal writing or ‘journaling’* (key phrase journal; double-entry journal; critical incident journal; three-part journal; directed writings etc.); 2) *experiential research paper*; 3) *ethical case study*; 4) *directed readings*; 5) *directed writing assignments*; 6) *class presentation*; 7) *electronic reflection*; 8) *digital storytelling, storytelling, a photo journal, or visual storyboard*; 9) *group dialogue (in person or electronically)*, 10) *exams* etc. Whatever form it takes, “the key to any reflection assignment is that it is challenging, grounded in concrete experience, requires critical thinking, and inspires interest in the learning.”¹²³
- **Identification of roles for students and community partners in service-learning curriculum development** – Service-learning curriculum should be designed in an integrative and interactive manner as such an approach helps in ensuring that expectations of all partners are matched, execution of the course is time-efficient, and goals are aligned. Actually, the quality and outputs of the service-learning curriculum depend on the existence of deep and meaningful community partnerships in which:
 - The institutions involved in the partnership avoid the ‘ivory tower’ orientation in words and in appearance;
 - There are mutual site visits to bring together the academia and the community and make them attempt to find a middle ground;
 - Suggestions should be made about the ways for community partners to supplement discussions with self-education;
 - Clear expectations as to roles, activities, and accountability for all sides should be set through working together;
 - Community needs and program content should not be determined unilaterally;
 - Trust and mutual relationships should be carefully and on long-term bases nurtured.¹²⁴

As for the process of planning a service-learning course that is responsive to community concerns, and reflects the desired outcomes of the course itself, we believe that the following steps should be taken in order to make it optimal for achieving community-identified concerns in partnership with the community:¹²⁵

- Establishment of learner outcomes and competencies;
- Determination of whether the selected course is appropriate in terms of achieving its objectives in a community setting;
- Defining a service-learning experience;
- Selection of the type of placements, projects, or activities that facilitate the service and learning related goals;
- Choice of the appropriate structure and requirements for the service and learning components;
- Establishment of the grading approach for the students’ work;
- Choice of an approach for facilitating student learning;
- Incorporation of meaningful reflection activities;
- Determination of the appropriate classroom workload for the course;

¹²² Bringle, Robert G., and Julie A. Hatcher, 1999, ‘Reflection in Service Learning: Making Meaning of Experience’, cit., p. 114.

¹²³ Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, cit., p. 73.

¹²⁴ Ibid, p. 71.

¹²⁵ The steps are integrally taken from ibid, p. 74 – 79.

- Development of a structured course based on past or current student service projects;
- Consideration of different strategies for continuing the partnership and course activities during academic breaks;
- Identification of opportunities for student and community orientation to the service-learning;
- Identification of opportunities for preparation of community partners for their role in teaching and supervising students;
- Identification of appropriate assessment strategies for the course;
- Ensuring available time, staff expertise, and facilities within and outside of the academic institution;
- Determining the level of course feasibility in terms of community expectations;
- Ensuring appropriateness of the course in terms of students' learning the content;
- Ensuring that the course incorporates civic/public issues to which the students' community-based activities might lend themselves;
- Ensuring a development of students' critical thinking skills through the course;
- Identification of opportunities for interdisciplinary or multidisciplinary learning among faculty, student and community leaders;
- Ensuring that the course is capable of fostering in students a tolerance and acceptance of diversity;
- Ensuring that the course is capable of addressing community strengths and assets as well as needs;
- Identification of meaningful opportunities for student and community partners to get involved in the development of the course and activities or to lend their educational skills during the course;
- Development of opportunities within the course for involving students and community partners in planning and implementing community activities;
- Setting a reasonable starting point and launching the service-learning course with the goal of making improvements every year.

Crucial aspects of this process are:

- Change in course that is intended to be achieved;
- Possible ways service-learning can/will affect student learning outcomes and community outcomes;
- Change in the roles of the faculty persons in the course;
- Possible course activities which address the issues of culture or disparities;
- Actual planning and assessment activities which are part of the course and their effectiveness;
- Roles that students, community and faculty leaders play;
- Course assessment and planning activities – their content and their development built upon for future courses;
- Transfer and sharing of data from the course's assessment and planning activities.¹²⁶

To bring closer the actual process of planning service-learning course instructions and activities to the readers, here we present one of the case studies focusing on its key themes. The case study is integrally taken from *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*.¹²⁷

¹²⁶ Ibid, p. 79.

¹²⁷ Ibid, p. 79 – 80.

Case Study: Community-Based Participatory Research: The Baltimore Safety Net Access Project

Background:

Medical students in the Soros Service Program for Community Health summer internship are required to conduct a community-based project that treats education, research, or service-enhancement based. For the summer 2001 class, the consortium of community-based organizations that host the students decided to conduct a needs assessment and access to care survey at their eight sites. The goal of this summer's project was to (1) use the surveys to identify the shared needs and issues of safety net providers (homeless shelters, soup kitchens, community health centers, drop-in centers); (2) use this project to promote the collective advocacy interests of the group rather than as fragmented or isolated concerns; and (3) map issues and needs specific to each organization that can be useful to their own fund-raising and internal assessments. The result was a comprehensive report on the availability of services and unmet needs in Baltimore city (www.soros.org/baltimore/assets/2001_access_report.htm).

Project description:

The project itself consisted of three phases: (1) survey development; (2) data collection and analysis; and (3) findings dissemination. The consortium developed a standardized survey that included the option for each community group to add specific questions unique to their organization or population of clients. To create a consistent and effective approach to surveys, students assigned to each community site for the summer were trained by foundation staff on how to conduct the surveys and were supervised by the community mentor at that site. Once the anonymous surveys were completed, they were brought to the foundation where they were entered into a database for analysis. Periodic updates of the descriptive data were circulated electronically to the community consortium for feedback and interpretation; the final report and recommendations were shared prior to its release. During the last two weeks of the internship, the students participated in media training workshops in preparation for a scheduled press conference where they presented the results. Each site also received a report of survey findings collected at their specific site. This was prepared by the assigned students as part of their final project.

Outcomes:

Each student conducted between twenty and thirty interviews over the course of the internship, for a total of 225 surveys. The final report identified significant and multiple medical and mental health co-morbidities and unmet service needs among respondents, described the critical role the safety net organizations play in keeping them alive and functioning, as well as some of the funding challenges facing these groups. The press conference where the findings were presented was covered locally by three television stations and two newspapers, and nationally by NPR and the Associated Press. In addition, the findings were used in congressional testimony later that summer on related proposed legislation.

Selecting Texts and Other Learning Resources

Learning resources or often referred to as “media” are crucial part of the service-learning curriculum development. Depending upon the intended goal or teaching format of the course, different types of media can be used, and moreover, in different ways. It is expected that the texts and other learning resources are selected in a multi-faceted and multi-disciplinary i.e. creative way in order to significantly support the course development. The steps involved in their selection include:

- Establishment of competencies and learning goals;
- Determination of the purpose of the learning resources or media with the purpose of reinforcing the competencies and learning objectives, and enhancing the teaching format utilized in the course;
- Selection of types of media used in the course (computers, video, audio-presentations, lectures or other interactive tools), the ways they will be utilized, the degree to which the

media will reflect the different learning styles of the students, as well as selection of a range of learning styles;

- Identification of creative learning resources and texts in a broad context, across disciplines and including multiple perspectives and approaches;
- Utilization of available technology to foster learning (for example, electronic discussion groups);
- Clear formulation of the new roles for students and community partners.¹²⁸

Designing Course Evaluations and Improvement Plans

Throughout this publication we stressed the importance of the significant learning experience several times. It is because we feel that there is a clearly articulated and pressing need among individuals and students involved in higher education for important kinds of learning such as: learning how to learn, leadership and interpersonal skills, ethics, communication skills, ability to change and adapt to change etc. This ‘trend’ actually reveals the need for accepting and adhering to a new particular perspective on learning which defines learning in terms of change – some form of lasting change in the learner’s life.

Dee Fink (2003) offers a new taxonomy of significant learning:¹²⁹

- **Foundational knowledge** – Knowledge or knowing refers to students’ ability to understand and memorize specific information and ideas. It provides *basic understanding* that is necessary for other kinds of learning.
- **Application** – Learning how to 1) engage in intellectual, physical, or social activities; 2) engage in various kinds of thinking (critical, creative, practical); 3) develop certain skills, or 4) manage complex projects. This type of learning allows other kinds of learning to become *useful*.
- **Integration** – Learning to see and understand the connections between different things – specific ideas, realms of ideas, people, or different realms of life. This is actually an act of making new connections through which learners gain new form of *power*.
- **Human dimension** – Learning about oneself and others which enables individuals to function and interact more effectively. It gives students a new self-image (understanding of themselves and/ or self-ideal (vision of what they want to become). It informs students about *the human significance* of what they are learning.
- **Caring** – A learning process through which students form new feelings, interests, or values and start to care about others more or in a different way. This type of learning gives the students *energy* they need for learning more and making learning an integral part of their lives.
- **Learning how to learn** – Learning about the process of learning itself – how to be a better student, how to engage in a particular kind of inquiry, or how to become a self-directed learner. The value of this learning type is that it makes students *capable of continuous learning and more effective*.

This taxonomy of learning is not hierarchical but rather relational and interactive – “each type of learning is related to the others and achieving any one kind of learning simultaneously enhances the possibility of achieving the other kinds of learning as well... The various kinds of learning are synergistic. That is teachers don’t automatically have to give up one kind of learning to achieve

¹²⁸ Ibid, pp. 94 – 96.

¹²⁹ Dee Fink, L., 2003, *Creating Significant Learning Experience: An Integrated Approach to Designing College Courses*, San Francisco, CA: Jossey-Bass, A John Wiley & Sons, Inc. Imprint, pp. 29 – 33. This book was given by American Councils for International Education to all the participants in Junior Faculty Development Program upon their successful completion in 2009.

another. Instead, when a teacher finds a way to help students achieve one kind of learning, this can in fact enhance, not decrease, student achievement in the other kinds of learning.”¹³⁰

Creating significant learning experiences for students and faculty is exactly what service-learning is all about and what it tries to achieve. ‘Measurement’ or ‘Evaluation’ of the service-learning course/ curriculum just closes the loop in which ‘Planning’ and ‘Implementation’ are also crucial parts/ subsystems. “If service-learning practitioners do not ‘close the loop’ with assessment and integrate findings into program and course design, then the evaluation data is not worth the time it takes to collect.”¹³¹

Based on a relatively extensive literature review, the authors and editors of this publication feel that one of the best possible ways to go through the process of curriculum and course revision and improvement is to try to answer the following questions:¹³²

- “Were all the instructional goals reached?
- For those goals that were not achieved for a significant number of students, what were the problems?
- Was the program successful for certain students and not for others? If so, what were the differences between the two groups?
- Which specific elements of the program were less successful than the instructor/ teacher had hoped? If there were specific problems with the units, what were they?
- Was the overall curriculum or course cost-effective? Did it efficiently utilize resources, and student and faculty time?
- If important changes are required, what specific problems are most important and should be given priority in the revision process? Where do you start?”

Answering these questions is impossible without collecting, analyzing, and using quality information obtained from different sources:

- Databases;
- Knowledge pool of the students, as well as knowledge pool regarding to the needs of the specific discipline;
- Priorities (goals, objectives, mission, vision) of the institution;
- Knowledge about which competencies are needed to succeed in today’s world;
- Review of literature on teaching and learning etc.

Based on this information, faculty should identify the changes needed for improvement of the quality and effectiveness of the service-learning course or curriculum. During the course/ curriculum design phase this information was continuously used for making immediate changes in the design or adjustments that neither require major structural changes nor are very time-consuming when implemented. In the further stages of course and curriculum improvement these data and information are essential for identifying major problem areas, and forming insights into how to eliminate or reduce the problem(s). Most often, course and curriculum improvements are done by:

- Reconstruction and re-sequencing of course content with the purpose of: addressing unanticipated prerequisite problems, reducing the time required for completing a unit;
- Reduction of the required course workload;

¹³⁰ Ibid, p. 32.

¹³¹ Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, cit., p. 101.

¹³² The list is taken in its original form from Diamond, Robert M., 2008, *Designing and Assessing Courses and Curricula: A Practical Guide*, San Francisco, CA: Jossey-Bass, A John Wiley & Sons, Inc. Imprint, p. 298. This book was given by American Councils for International Education to all the participants in Junior Faculty Development Program upon their successful completion in 2009.

- Reduction or even elimination of less important material etc.

Once all this is done, teacher/ instructors can determine which specific actions should be taken.¹³³

The authors and editors of *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education* give the following ‘tips’ for appropriately getting started with the course evaluations and improvement plans:

- “Ask the question: Whom should the evaluation serve?
- As the question: Who are the stakeholders involved in the evaluation and what will they want to know?
- Determine the priority areas of the evaluation.
- Identify important logistics and appropriate policies for conducting the evaluation.
- Determine the costs of evaluation.
- Develop a system of building continuous improvement into the evaluation plan.
- Collect relevant information for your evaluation early.
- Review the evidence base on service-learning outcomes.
- Capitalize on existing opportunities to collect evaluation data.
- Identify ways to involve community partners at all levels of the evaluation and assessment plans.
- Develop realistic goals and outcomes that are meaningful to stakeholders.
- Establish the course goals.
- Establish the course objectives.¹³⁴
- Determine what change should occur as a result of a program’s efforts.
- Link objectives directly to the activities of the course.
- Establish community impact.
- Establish student impact.
- Establish institutional impact.
- Consider hiring an external evaluator if possible or necessary.
- Determine the utilization of evaluation results.
- Design a dissemination plan and disseminate the evaluation findings.
- Consider opportunities for scholarships.
- Share credit and celebrate!”¹³⁵

Again, like in the previous part of this chapter, we present a case study taken in its original form from *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*.¹³⁶

Case Study: Evaluating Community Impact through a Community-Based Partnership Initiative

The following case study has been adapted with permission from Janet Hamada, Development Director, Westside Health Authority.

“A partnership between the Westside Health Authority, West Suburban Medical Center (WSMC), West Suburban College of Nursing, Loyola University Chicago and other organizations was funded by the US Department of Commerce and WSMC to develop and implement a community-based initiative called Every

¹³³ Ibid, p. 297, 298.

¹³⁴ Note: the course objectives should be both qualitative and quantitative, derived from the goals and directly reflecting the desired impacts.

¹³⁵ Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, cit., p. 102 – 107.

¹³⁶ Ibid, p. 111, 112.

Block A Village Online. The initiative was designed to provide residents of Chicago's Austin community with the skills and equipment needed to access Internet health and safety resources and address community concerns. Several goals were targeted by this initiative. Among them were aims to improve health, increase safety, and enhance the quality of neighborhood life by: 1) reducing the proportion of low birth weight infants born in the area; 2) reducing area emergency department visits through increased access to primary care and 3) introducing Citizen Leaders (CLs) to technology to be used as a tool for improving their communities. (Citizen Leaders were recruited from each block in Beat 1524 and asked for a commitment for service to their neighbors and provided with a WebTV unit and printer. They were trained in community processes and Internet skills and were contacted weekly to support their use of the new communication medium.) Health professional students have been involved in the initiative playing a variety of roles.

The project team used a participatory action research approach to evaluation [Participatory research is a partnership approach to research that equitably involves, for example, community members, organizational representatives, and researchers in all aspects of the research process; with all partners contributing their expertise and sharing responsibility and ownership to enhance understanding of a given phenomenon, and to integrate the knowledge gained with action to improve the health and well-being of community members (Israel, B., 2000)]. Information and data were gathered throughout the three years of funding and used to improve and shape the initiative to the needs of the community. The team tracked outcome data such as birth weight and use of emergency visits but also some process data on the daily impact of WebTV on the lives of Citizen Leaders. The team stayed in close contact with the CLs through meetings, focus groups, and telephone follow-ups to document uses of WebTV and stories. Some of the results suggest that the percent of low birth weight increased in a comparison community while the percent low birth weight decreased in the partner community. Data on the use of emergency room as a source of primary care are not sufficient to evaluate at this time. Follow-up data will be available later.

The process information collected provides valuable information on the impact of technology in the lives of community residents. Success stories and interesting anecdotes were recorded in ongoing fashion. Many community residents reported success in obtaining health, safety, and employment information both at home and at the Network Training Site. The project team has collected 450 success stories in a period of three years. These stories are listed on the home page (www.ebvonline.org) and are testimony to the improved quality of life experienced by CLs. In 17 percent of the reported stories, WebTV was used as a tool to take action to address a community or personal concern. Overall, over 50 percent of the web stories embraced issues related to a broad and holistic definition of health, including safe and clean environments, employment, and general quality of life.”

Building Course Infrastructure

Since the time, detail and complexity involved in designing courses and activities in community setting is more often than not beyond what was initially planned or expected, it is always useful to be well informed and up-to-date on the necessary resources and materials that must be in place for effective development and implementation of service-learning courses. Hence, the process of building the course infrastructure starts with identification of useful institutional and community resources necessary for the development and implementation of the aforementioned courses. Next stage is the creation of “an action plan” for the actual development and implementation and its execution, and then comes the identification of meaningful roles for students, community partners, and faculty in the process of building the course infrastructure. The final element of this cycle is the preparation for sustaining the service-learning course.

While in the process of building course infrastructure faculty must:

- Carefully anticipate and review/ assess the internal and/or external barriers or factors that could limit or disable the effectiveness of the service-learning course building process;
- Figure out what excites them most about planning of their service-learning course and what they can do to maintain this passion for themselves;

- Learn and carefully consider what elements of the service-learning course most excite their community partners.¹³⁷

Following the approach presented in *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*¹³⁸, the author and the editors of this publication suggest the following key components or ‘action’ items for building a service-learning course infrastructure:

1. Identification of institutional policies and procedures that must be followed to develop the course;
2. Determination of whether the course needs to be approved by the School/ university curriculum committee;
3. Determination of whether the course needs to be approved by the School/ university Internal Review Board (IRB);
4. Determination of whether there are any specific Community Review Board processes for research;
5. Careful assessment of the level of support for the course provided/ offered by the department leaders, faculty, students, and community partners;
6. Assessment and planning to meet the course staffing needs;
7. Search of ways to involve existing campus offices in the service-learning course development;
8. Research of whether there are opportunities for student associations or other groups on campus that could be involved in the course;
9. Design and implementation of a ‘marketing plan’ for the course;
10. Locating a suitable campus space for meeting and course planning;
11. Sparking and further development of the interest, involvement and support of community partners;
12. Assessment of the community resources (if any) that will contribute to the activities consisting and related to the process of building a the course infrastructure.

And finally in this part, without going into details, we present the ‘tips’ or strategies for building service-learning course and program activities on both 1) internal¹³⁹ and 2) external¹⁴⁰ (outside the school/ university and in the community) level of support for service-learning development offered by Seifer and Connors (Eds.), 2007:

“Internal support systems for service-learning course development

1. Identify the institutional policies and procedures you must follow to develop a service-learning course.
2. Determine whether your course will need curriculum committee approval.
3. Determine whether your course and/or the community service activities undertaken by students in the course will need approval by the Institutional Review Board (IRB).
4. Determine the liability and risk management issues that need to be addressed before the course can be offered.
5. Seek and establish support for the course by deans, department leaders, faculty, students and community partners.
6. Determine course staffing needs.
7. Seek out internal resources that can be used to support the service-learning course.
8. Determine whether student associations or other groups on campus could be a resource to the service-learning course.
9. Design and implement a “marketing plan” for the service-learning course.

¹³⁷ Ibid, p. 121.

¹³⁸ Ibid, p. 124, 125.

¹³⁹ Comment: *internal* here means *existing and/or available within the school or university*.

¹⁴⁰ Comment: *external* here means *existing and/or available outside the school/ university and in the community*.

10. Identify campus space for meetings and course planning.
11. Identify other logistical issues, including travel to community partner sites.
12. Schedule orientation meetings prior to the start of the service component of the course.
13. Familiarize yourself with your institution's review, promotion and tenure guidelines.

External support systems for service-learning course development

1. Build the support and interest of community leaders in the area.
2. Determine what community resources will contribute to the course activities.
3. Identify a community review board.
4. Support, reward and recognize community partners.
5. Identify external funding sources.”¹⁴¹

Sustaining a Service-Learning Course

The sustainability of any service-learning course is conditioned on a variety of so called ‘structural elements’ such as:

- Consistent enthusiasm;
- Regular communication and constructive feedback;
- Willingness to accept change and to change oneself;
- Critical mass of partnerships, courses, and participants;
- Rigorous evaluation and reiteration of the scholarly value;
- Deep commitment within the faculty, administration, and student body;
- Full integration of service-learning into the culture of the institution;
- Integration of service-learning into the tenure system;
- Deep and profound trust and commitment with community partners;
- Constant assurance that students have a consistently meaningful, well-structured, and well-supported learning and service experience.¹⁴²

The ‘steps’ that actually enable the sustainability of a service-learning course¹⁴³ are:

- **Diversification of the funding sources** – When considering funding strategies, developers and implementers of service-learning should think broadly and creatively. This means that they need to:
 - Consider the different types of funding (for example, internal vs. external sources, project grants vs. permanent budget allocation, public vs. private funds etc.);
 - Recognize the relevance of the initiatives to other more widely recognized outcomes, and
 - Be more strategic in their approach to funding.
- **Growth within the capabilities** – This basically means: 1) recognizing that raised money come with expectations, deliverables, and accountability and 2) maintaining realism about what could actually be achieved. Caution should always be practiced as overextending the project or the institution prematurely and what is worse, disappointing early funders might prevent your access to infrastructure and experience base to support a large budget for a service-learning course/ project.

¹⁴¹ Ibid, p. 118 – 121.

¹⁴² Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, cit., p. 126, 127.

¹⁴³ Ibid, p. 127 – 134.

- **Maintenance of the financial partnership while exploring other options** – The maintenance of the partnership is crucial once the critical or proper funding size and mix are achieved. Important for maintenance of the financial partnership is having and securing a deep role within the institution and fully understanding accountability.
- **Cultivation of relationships with funders** – This actually means exploring and trying out different suggestions/ approaches to initiating, developing and maintaining different types of relationships in different sectors of the funding community. “The main point is to be proactive in finding ways to work with the funding community that go above and beyond the traditional RFP process.”¹⁴⁴
- **Utilization of media** which is best achieved with extensive experience, time and attention, on one hand, and being proactive and creative on the other.
- **Insurance of political accountability** which involves:
 - Finding truly reliable partners in the legislative system (which is inherently unpredictable);
 - Gaining access to public funds even in times of fairly strict allocation requirements that can be challenging to fit into the budgeting plan for the service-learning project/course;
 - Pursuing government support (on a local, state, and federal levels of government) as part of a larger network or consortium;
 - Establishing strong legislative relations of information and influence etc.
- **Institutionalization (development of sustainable community-campus partnerships)** – “The National Campus Compact’s (www.compact.org) “Benchmarks for Campus-Community Partnerships,” describes sustainability as being directly associated with an ongoing sense of reciprocity related to knowledge and resource exchange. Gelmon and Holland suggest three key components to sustainable community-campus partnerships: (1) integration into the mission of each partner, (2) a robust process for communication, decision-making, and intentional change, and (3) rigorous and regular evaluation with measurable outcomes. Integration on the university side can mean obtaining buy-in from a top budget administrator, and on the community side, can mean obtaining support from the board of directors. It is important to clearly define expectations and to establish accessible vehicles for and regular patterns of communication. Evaluation should include both formal (such as Andy Furco’s self-assessment tool) and informal (such as anecdotal evidence) elements. The Furco self-assessment tool was designed to help university partners provide concrete evidence of the scholarly value of service-learning. However, even informal conversations with participating students can provide invaluable information to use in program assessment and refinement.

Common experiences of successful partnerships include those in which a shift has occurred from a needs- to an asset-based focus, as well as situations where there is an implicit sharing of norms and processes among partners. There can be difficulty and awkwardness in trying to broach the idea of ‘measurable outcomes’ with their partners. However, it is critically important to push through this awkwardness to insure that doors are opened and goals are clearly shared, as it is not uncommon to encounter failed partnerships where suspicions and distrust in these areas were never fully dispelled. It is also important to resist the tendency to define a ‘blanket student role’ and to appreciate student service-learners, not as volunteers and not as a broad class, but as distinct individuals with unique experiences and assets.”¹⁴⁵

¹⁴⁴ Ibid, p. 128.

¹⁴⁵ Ibid, p. 129, 130.

Seifer and Konors (2007) also provide strategies for putting the numerous inter-related steps in place and actually achieving them in stages in order to reach a maximum sustainability of the service-learning project/ course/ curriculum. Due to limited space and wanting to avoid repetition, these strategies will not be discussed here. Because of the same reasons we will also not present the self-assessment tool for service-learning sustainability but we encourage the readers to look for it in the *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education* (pages 140 – 148) or get familiarized with the previous work of Kevin Kecskes and Julie Muyliaert of the Western Region Campus Compact Consortium and Andrew Furco, Campus Compact Engaged Scholar at the University of California-Berkeley Service-Learning Research and Development Center on which this tool is based.

Practicing Culturally Competent Service-Learning

We would like to finish the guideline by providing an overview of the development and implementation of a cross-cultural, international service-learning experience. These processes are not isolated or standalone ‘units’. “The meaningful practice of cultural competency must be incorporated at every level of the service-learning course planning and implementation process.”¹⁴⁶ It is important to develop a curriculum “that includes cultural competency skills in communication and negotiation that are aimed directly at addressing racial and ethnic disparities and augmented with the opportunity to both explore the practitioner’s own biases and prejudices and to appreciate the research that reveals the magnitude and multifactoral causes of the problem.”¹⁴⁷ The essential goal of including cultural competence in modern-time curriculum and service-learning in particular is to incorporate the spheres of awareness, knowledge and skills into students’ learning practice, as they encounter individuals in need of help from diverse background based upon race, gender, ethnicity, religion, national origin, socioeconomic status, age, sexual orientation, and mental/physical abilities.¹⁴⁸

Such a curriculum or service-learning course should be developed by:

- Creation and implementation of effective strategies for development and maintenance of culturally competent approaches and practices;
- Assessment of the level of cultural competency integration throughout the development and implementation of a service-learning course at the community and campus level;
- Identification of meaningful roles for faculty, students and community partners to promote culturally competent approaches and practices in the community and campus setting.¹⁴⁹

Activities consisting or related to this process should be performed at: personal level; partnership level, institutional level; faculty level; student level, and last but not least, community level.

Readers interested more specifically in this field could find useful materials from the National Center for Cultural Competence at Georgetown University (<http://nccc.georgetown.edu/resources/publicationstype.html#guides>).

¹⁴⁶ Ibid, p. 149.

¹⁴⁷ Adapted from Anand, R., 1999, *Cultural Competence in Health Care: A Guide for Trainers*, National Multicultural Institute as cited in Katz, Pinna Rea, 2009, *Becoming Culturally Competent: Clinical Service Learning in Physician Assistant Education*, Dissertation No. 114, Marquette University, p. 29. Downloadable from:

http://epublications.marquette.edu/dissertations_mu/114.

¹⁴⁸ Ibid, p. 27.

¹⁴⁹ Seifer, Sarena D., and Kara Connors (Eds.), 2007, *Community Campus Partnerships for Health: Faculty Toolkit for Service Learning in Higher Education*, cit., p. 149.

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OTHER ONLINE RESOURCES for Chapter 2

- Service Learning Workbook.** Last retrieved on July 27, 2012 from: <http://www.purdue.edu/servicelearning/documents/workbook.pdf>
<http://nccc.georgetown.edu/resources/publicationstype.html#guide>.

CHAPTER 3

CONCLUDING REMARKS AND POSSIBLE FUTURE STEPS

As pointed out in the Foreword by the Lead Editor, the main *goal* of this publication is to put the service-learning methodology in the spotlight and to explain how it should be utilized to build a multidimensional and multifold synergy between the faculty, the students, the institutions and the wider community, bringing them all together in their mutual endeavors to fight for common needs and a better and more meaningful life. The publication also aims at strengthening the awareness that we should all join our efforts to fight for common needs and a better and more meaningful life, as well as extend over to guarantee, secure, maintain, promote and fight for equal rights of the persons with disabilities in all levels and sections of life and society, in general.

In general, both educators and learners achieve and practice different points of intellectual, social, and moral development. What is essential is that they all have a significant role to play as active participants in the interaction called ‘learning’ – to creatively think and then, to reflect upon the activity in which they participate. While working on this publication we constantly kept in mind the fact that as teachers, we hold the responsibility to spark students’ interest for learning and to awaken their curiosity; to create learning situations; to problematize the learners’ potential experiences; to select the ones that are most likely to facilitate learning; to assess outcomes, and finally assess which attitudes are conducive to continued growth and development¹⁵⁰.

We drew our inspiration from scientists and educators such as Dewey, who singles out that **one of the most suitable approaches to pedagogy is the philosophy of experience**, hence linking theory and practice, the school and the community. The act of learning represents a process, an active one, which occurs through an interaction between the learner/ educator and the environments/ students. Thus, the success of the learning process is enhanced because 1) the learnt lessons and material are directly implemented in practice and 2) the educator has raised awareness and consciousness; created logic, and embedded sense of caring and empathy in the students’ memory paths. This imprints a seal, an impression in the students’ experiential recollection that cannot easily be erased because of the experience that has been offered and gained.

Even the educators are not immune to the effects deriving from the act of learning. Moreover, when there is an interaction between the service and the community, a profound change in the educators’ mental models or perceptions happen – a change regarding the learning process itself and their own role as providers of knowledge and learning [Brzozowski et al., 2012; Eyler et al. 2001].¹⁵¹

As previously mentioned, “Well-designed service activities place youth... in valued roles to contribute to their school and community, work alongside with peers, and gain valuable community-based experiences.”¹⁵² A common feature of almost all well-designed and successful service activities and

¹⁵⁰ Adapted from Hironimus-Wendt, Robert J. and Larry Lovell-Troy, 1999, ‘Grounding Service Learning in Social Theory’, *Teaching Sociology*, cit., p. 364; Taylor, Pamela G., 2002, ‘Service-Learning as Postmodern Art and Pedagogy’, *Studies in Art Education*, cit., p. 127, 128.

¹⁵¹ Adapted from Brzozowski, Bonnie, Nicholas Homenda, and Loriene Roy, 2012, ‘The Value of Service Learning Projects in Preparing LIS Students for Public Services Careers in Public Libraries’, *The Reference Librarian*, cit., p. 35, 36; Community Service-Learning Center, University of Minnesota, *Benefits of Service-Learning*, <http://www.servicelearning.umn.edu/info/benefits.html>, cit.; Eyler, Janet, Dwight E. Giles, Jr., Christine M. Stenson, and Charlene J. Gray, 2001, *At a Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993 – 2000*, Third Edition, cit, p. 8.

¹⁵² Carter, Erik W., Beth Swedeen and Colleen K. Moss, 2012, ‘Engaging Youth with and without Significant Disabilities in Inclusive Service Learning’, *Teaching Exceptional Children*, Vol. 44, No. 5, pp. 46 – 54, p. 47.

service-learning projects is that they adhere to a certain proscribed set of ‘rules’ or follow certain action steps in order to meet and potentially, exceed their original purpose or objective(s). Not aspiring to proclaim this as ‘THE RECIPE’ for a successful implementation of service-learning in higher education, we merely suggest that the planners and implementers of service-learning in higher education need to pay attention to the following:

1. Compelling service opportunities (existing activities and/or new projects) need to be identified.
2. The youth needs to be connected to relevant experiences that match their personal and educational interests and goals.
3. It is necessary to set clear and realistic goals for the service experiences.
4. The service activities should always be inclusive.
5. Students need to be effectively and naturally supported to get involved, as well as during the service-learning project.
6. Student reflection opportunities should be embedded into every program activity.
7. The success and the impact of the service-learning program should be constantly monitored, evaluated and improved.¹⁵³

Our experience throughout the implementation phase of our project “Ensuring Equal Access through Service Learning for Persons with Disabilities” proved this ‘recipe’ to be truly implemental. For example, the project team members were able to **identify a series of service opportunities** which can be offered to the community of persons with disabilities, and which have the potential to grow into solid, feasible, and perspective projects. The general accessibility of the university campuses participating in this project was assessed, and ‘pressing issues/problems’ were identified. Solutions were proposed on two levels:

- Solutions which are feasible even with none or minor institutional engagements, and
- Solutions which require somewhat more significant institutional engagements.

The solutions encompass issues which range from technical, physical, through institutional, curricular to legal (TechPhInCuLe) issues. More information about particular service-learning case studies within our project would be made available in the ‘service-learning success stories’ which is planned as a separate publication. And even with that publication we would not assume that the list of necessary projects in our societies is final and exhausted. On the contrary, we urge all relevant stakeholders to join forces in identifying further societal, economical and institutional issues in the field of ensuring equal access and rights for the persons with disabilities which need to be effectively dealt with.

Second, **the students** from the universities participating in our project, **worked on different types of assignments**. Some of these assignments were separately designed by their educators and themselves. Others were integrated in the existing curricula and syllabi, matching students’ and educators’ professional background, experiences, educational interests and goals. For example, students from a variety of fields starting from engineering, law, policy making, economy, public relations, psychology, languages, security, arts, sports, special education, veterinary, pedagogy, philosophy, journalism etc. were part of our team working under the mentorship of their educators. They helped us reinforce our belief that service-learning can be used and implemented in *every possible* field, course and subject.

The goals of the particular service-learning students’ projects coordinated by the participating educators were **defined in a realistic manner**, providing as much as possible service to the targeted community of the persons with disabilities. Where it was not directly possible, the project goals were set as an indirect service to the targeted community.

¹⁵³ Ibid, p. 48.

The service-learning assignments defined, promoted and conducted throughout the students' field work included activities closely related to the life, needs, opportunities and leisure of the persons with disabilities. Thus, the **inclusion of the students** within the community of the persons with disabilities and, *vice versa*, the feedback from the persons with disabilities in the process of completing the assignments was simply something that had to be accomplished.

Since the service-learning assignments were conducted within the existing syllabi of the existing courses, the educators were given full autonomy concerning the modalities of assigning credits for students' work, which ranged from several percents of the final mark, to full credits for the course, depending on the difficulty, range and frame of the assignment and the course. Anyhow, at the beginning of the semester/ course, **the students were duly informed of the potential benefits, support and gains expected to result from their inclusion in the service-learning projects**. This way a triple-win situation was generated among the students, the faculty and the targeted community. Furthermore, while conducting the service-learning projects, the educators had the responsibility to identify, design, and manage students' assignments in a manner **to spark students' reflection** relating to the needs, access, opportunities, rights and values of the persons with disabilities.

And finally, the team members participating in this project gained incredibly valuable insights as far as the **strategies for cross-monitoring, -evaluation and -assessment** of our achievements among all involved (educators, students, institutions and community) are concerned. We believe that a significant body of knowledge and practice has been created with the publication of:

- The collection of guidelines for successful implementation of the service-learning methodology;
- The booklet of stories of successful service-learning experiences in Macedonia and Croatia, and
- The set of instructions for educators and students on how to properly address and communicate with the persons with disabilities.

This collection of publications will be transparently offered to the broader public – free-of-charge and in a format downloadable from the project website.

At the very end, we would like to invite the policy-makers primarily in, but not limited, to the fields of education, social work and labor to provide 'fertile soil' for incorporating our experiences in the systems of higher education in Macedonia and Croatia. Moreover, our experiences and learnt lessons – regardless of their positive or negative outcomes – could be of utmost significance for future attempts to address the needs and problems of the people with disabilities which were beyond the frames of our project. For example, relevant institutions might consider: 1) including the service-learning methodology in the educational programs at the State and/or private universities in Macedonia and Croatia, as well as 2) integrating the service-learning in all levels of education in Macedonia and/or Croatia, or even wider in the countries of East and South-East Europe aspiring for accession and membership in the European Union.



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