

WESTERN KENTUCKY UNIVERSITY

SERVICE-LEARNING

FACULTY HANDBOOK



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WHAT IS SERVICE-LEARNING?

Service-learning can be described as “learning by doing while helping others.” It is considered a form of experiential learning in which students participate in an organized activity that meets learning objectives and identified community needs at the same time. In service-learning classes, students work in the community on issues that make education relevant and exciting. Course content, such as training, lectures, and readings, improve the quality of student service projects. In turn, the service experience enhances the classroom dialogue, skill development, application of knowledge, and student learning. Service-learning may take the form of community placements, projects, or community-based research.

At WKU, we use the following definition for academic service-learning:

Academic service-learning is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets a community need, and reflect on their service activity as a means of gaining a deeper understanding and practice of course content. Service-learning brings about a broader appreciation of the discipline, an enhanced sense of civic responsibility, and a greater interest in an understanding of community life.¹

Three Integral Components of Service-Learning:

1. **Meaningful Service:** Students and faculty work with community organizations or community leaders to identify a project or activity that addresses a real community need and/or contributes to the necessary work of a community organization.
2. **Applied Learning:** Students apply academic knowledge and critical thinking skills. The project or activity is directly related to course learning goals. The project contributes to the students’ understanding and/or practice of academic concepts or skills.
3. **Reflection:** Students participate in a structured reflection and assessment process which facilitates the integration of the service experience and learning goals, leads to a deeper understanding, and helps transform the experience into meaningful learning.

How is Service-Learning Different?

Service-learning is different from other community outreach and academic experiences because it attributes equal weight to both service and learning: focusing on the community as the beneficiary of service and on the student as the beneficiary of learning.

Service-learning differs from...

- Volunteerism and community service, where the primary emphasis is on the service being provided to the community or recipients.
- Internships, which provide higher-level students with opportunities to apply concepts and skills from their field of study, but are not focused on service. Even internships that include developing a substantial project that benefits

¹ Based on Bringle & Hatcher, *Implementing Service-Learning in Higher Education*, 1996

- the community may not be considered academic service-learning unless they are credit-bearing and include structured reflection components.
- Field experiences, which provide students with co-curricular service-opportunities that are related to, but not fully integrated with, their formal academic studies and/or do not include structured reflection components.

Types of Service-Learning

The WKU ALIVE Center for Community Partnerships (ALIVE CCP) supports faculty who integrate **academic or curricular service-learning** into the courses, as well as **co-curricular service-learning** led by student groups – as long as they meet the three integral components.

Service-learning programs may be structured as problem-solving **projects** or **placements** at community organizations.

Faculty who integrate service-learning into their classes may do so through **faculty-led programs**, where the instructor assigns students to specific projects or placements or provide the students with a list of options. Instructors may also choose to utilize **student-led programs**, in which the students develop a project or find a placement on their own, according to their interests and learning goals. These projects require additional time, since students research and oftentimes identify with a specific community need or population they would like to work with and then develop an action plan. In either case, the instructor oversees the students and monitors their service and academic progress.

Direct service projects benefit community members directly and involve students with direct interaction. **Indirect service projects** benefit community organizations, partners, or resources that will in turn benefit community members – for example, developing a marketing campaign for a nonprofit organization or building a playground at a local park or school.

Interdisciplinary service-learning projects are collectively developed and overseen by faculty from different disciplines, and students from different courses work together to address a community need from diverse and complementary perspectives. This may be accomplished simultaneously or in succession over time. Interdisciplinary and international service-learning projects may even result from a collaboration between two or more universities.

WHAT MAKES FOR QUALITY SERVICE-LEARNING?

Howard (2001) identified ten principles of good practice concerning academic service-learning pedagogy². These focus on the academic course, the service experience, and new experiences for the faculty member:

The service-learning course should be rigorous and challenging:

1. Academic credit is for learning, not for service.
2. Do not compromise academic rigor.
3. Establish learning objectives.

The service experience should enhance student learning:

4. Establish criteria for the selection of service placements.
5. Provide educationally-sound learning strategies to harvest community learning and realize course learning objectives.
6. Prepare students for learning from the community.
7. Minimize the distinction between the students' community learning role and the students' classroom learning role.

Teaching a service-learning course offers new opportunities for faculty:

8. Rethink the faculty instructional role.
9. Be prepared for variation in, and some loss of control over, student learning outcomes.
10. Maximize the community responsibility orientation of the course.

² Howard, J. (2001). "Principles of Good Practice for Service-Learning Pedagogy." In J. Howard (Ed.), *Service-learning Course Design Workbook* (pp.16-19). Ann Arbor, Michigan: OCSL Press.

DEVELOPING A SERVICE-LEARNING COURSE

This section describes steps involved in developing a service-learning course and provides you with information about how the WKU ALIVE Center for Community Partnerships service-learning staff can support your service-learning work.

Before the Service-Learning Course:

- **Conceptualize the service-learning component of your course.**
 - Think about how service-learning can enhance the goals of your course.
 - What do you want your students to learn from the service-learning experience?
 - How does the service-learning experience help students apply and understand specific course concepts?
 - Which of the course learning outcomes are best met through service-learning? Why?
 - What types of service are appropriate for the course?
 - Are there particular types of services, organizations, or populations that would be a good fit?
 - Will the service-learning program be a required or optional part of the course?
 - If you like, meet with the University's Community Engagement Coordinator to brainstorm ideas for service-learning projects.

- **Establish a relationship with a community partner.**
 - If you already know a community partner with whom you would like to work, you can contact her/him directly.
 - If you do not already have a community partner:
 - See the nonprofit directory page of the WKU ALIVE CCP website (<http://www.wku.edu/alive/directory.html>) for a listing of Bowling Green and Warren County nonprofit organizations that may be good sources of information or potential partners for service-learning projects.
 - Contact the Community Engagement Coordinator. She will help connect you with a community partner.

- **Develop a service-learning project with your community partner.**
 - The project should accomplish two goals:
 - It should help to advance the work of the community partner.
 - It should help the students achieve specific academic learning goals of the course.
 - As you develop the service-learning project, you and your community partner will need to communicate frankly about the needs, goals, and limitations of the organization and about the needs, goals, and limitations related to you (the faculty partner), the students, and the course.
 - Negotiate the scope of the service-learning project with your community partner.
 - In your planning, make sure you cover these topics:
 - As the faculty partner, you should provide your community partner with an orientation to the course and the course learning goals.

- Determine length of commitment.
 - Discuss the number of students needed for the project.
 - Discuss type and frequency of communication between you and your community partner.
 - Provide contact information.
 - Discuss expected time commitments for all involved (students, community partner, faculty).
 - Determine important dates. It may be helpful to develop a timeline.
 - Clarify final product(s) to be completed by the students.
 - Discuss the evaluation process.
 - Discuss the student orientation plan.
 - Discuss any risk management and security issues. For example, will students need background checks? Will the organization need emergency contact information for the students? Could students be liable for potential problems? What will be the troubleshooting/emergency process?
 - Determine whether there will be costs related to the service-learning project and decide with your community partner who will be responsible for those costs.
 - Generally, community partners have limited funds available to support service-learning expenses. If you have departmental or other funds available, or if the community partner does have funds available, you are encouraged to use these funds. Alternatively, you may also consider applying for the service-learning track of the Community Partnership Incentive Awards granted by the ALIVE CCP three times per year. For more information visit the ALIVE CCP Partnership Funds website (<http://www.wku.edu/alive/cpia.html>).
- **Develop your course syllabus.**
 - See the next section, “Integrating Service-Learning into a Course Syllabus” for details.
 - Make sure you provide your community partner with a copy of the course syllabus.
 - **Let us help you promote the course.**
 - Send the Community Engagement Coordinator an email notifying her of your course, including course title, meeting times and location, general education requirements it fulfills and/or degree programs it counts towards, and attach a syllabus. We will help you promote the course to help maximize your enrollment and reach students interested in service-learning by listing it on our website, sending it through our mailing list, and including it on our “Upcoming Service-Learning Courses” flyers for that term.
 - You may also request to be listed as one of the ICSR-recommended courses by emailing the Institute for Citizenship and Social Responsibility Program Coordinator at terry.shoemaker@wku.edu.

Beginning the Service-Learning Course:

- **Provide your students with an orientation to service-learning, the specific service-learning project, and how service-learning will relate to the academic learning goals of the course.**
 - The Community Engagement Coordinator is available to provide an overview of service-learning for your students. Contact her in advance to arrange a time for her to come to your class.
 - It should be clear to you and your students how the service-learning project will help students to achieve specific academic learning goals of the course.
- **The community partner should provide an orientation to its organization for the service-learning students.**
 - The community partner is the expert on the organization and the work of the organization. It will be important for students to have a basic understanding of:
 - The mission and work of the community partner.
 - The issues and/or client population with which the organization works.
 - Any behavior, dress, or confidentiality requirements that the organization has for the students.
- **Along with your community partner and the service-learning students, complete a service-learning project agreement.**
 - See Appendix for an example. You are welcome to copy and/or modify this example agreement form to fit the specifics of your service-learning project.
 - The goal of the service-learning project agreement form is to ensure that all partners – faculty, community partner and student - are in agreement about the role of each partner, the goals of the project, and the steps that will be taken to reach the goals.

Throughout the Service-Learning Course:

- **Maintain clear and honest communication with the community partner and students.**
 - Check in throughout the duration of the project to make sure that everyone is “on the same page” as the project develops.
 - If problems or challenges arise, address them with the students and community partner so that they can be resolved.

Ending the Service-Learning Course:

- **Provide the community partner with a service-learning project evaluation form to complete.**
 - See Appendix for an example. You are welcome to copy and/or modify this example evaluation form to fit the specifics of your service-learning project.
 - You may want to provide the community partner with an opportunity to provide feedback about specific students. Some faculty partners ask community partners for feedback on what they think the student's grade should be.

- In addition to providing feedback about your specific service-learning project, these forms provide valuable information about the service-learning program in general, as well as ideas for future service-learning projects.
- **If possible, celebrate the completion and success of the projects and thank all participants and contributors.**
- **Communicate directly with the community partner about any lingering issues or loose ends.**
- **Provide the Community Engagement Coordinator with information on your course for future reference, including:**
 - A copy of the syllabus
 - The number of students in the course
 - Copies of completed evaluations from community partners
 - Electronic copies of pictures of the service-learning project
 - Reflections or a copy of end products from the service-learning project

INTEGRATING SERVICE-LEARNING AND COURSE LEARNING GOALS

To be truly effective, service-learning must be well-planned and integrated into the course syllabus. The syllabus should define the service-learning assignment, identify the expectations for the students participating in the service-learning assignment, and connect the assignment to specific course learning goals. Some instructors also distribute a handout to describe the service-learning project in greater detail. Many resources exist to help you develop your service-learning courses. The following information has been adapted from *The Fundamentals of Service-Learning Course Construction*, by Kerrissa Heffernan:

Consider reading assignments and in-class materials that will compliment the service, contextualize the issue, provide historical and theoretical background information, introduce the people students will be working with, and/or illustrate underlying social issues.

Develop an assessment plan to evaluate student-demonstrated learning from their service experience and other assignments. This may include tangible products, written reflection journals, essays, in-class presentations, supervisor evaluations, etc.

As you create your service-learning syllabus, consider the following elements:

A. Use course goals and objectives to connect the service-learning assignment to academic learning goals.

The course instructor should introduce the service-learning component and clearly articulate the relevance of service-learning to the course.

- a. What specific course-learning goals will service-learning help students attain?
- b. How will service-learning effectively help them attain those outcomes?
- c. What student behaviors, products, or outcomes will serve as evidence that those outcomes have been achieved?

B. Clearly identify the specific service-learning requirements of the course.

The syllabus should introduce the students to the service-learning project(s) assigned to them, as well as lay out the specifics of the service-learning component.

- a. Is the service optional or mandatory? If it is optional, does it replace a paper or some other requirement? What percentage of the course grade is the service-learning project worth?
- b. What is the timeline for the semester?
 - When should the service-learning assignment be completed?
 - What are the required training and reflection activities?
 - About how many hours per week or for the entire semester will students need to dedicate to the service-learning project?

C. Provide necessary background information.

The service-learning project description should also introduce students to the community partner(s) with which they will be collaborating.

- a. Include a description of the community partner(s), along with contact information and relevant information about orientation and training.
- b. Students' responsibilities to the community agency should be mentioned in the syllabus and discussed in class. Their responsibilities will include demonstrating professional behavior, following through on commitments, and maintaining communication with all involved in the service-learning project.
- c. There might be specific requirements of the community partner organization (regarding dress, confidentiality, or other issues) that you also want to include in the syllabus.

D. Clearly describe how the service-learning project will be assessed and graded.

The service-learning project description should include an overview of the grading policy.

- a. Because service-learning is a pedagogy, or teaching tool, students should be evaluated primarily on demonstrated learning outcomes. (Grade the learning, not the service.)
- b. A recurrent assignment or reflection activity, such as a journal or class discussion, can provide evidence of learning and of students' ongoing ability to connect the service to the course content.
- c. A final product, such as a paper or a class or community presentation, may also demonstrate students' achievement of learning outcomes.
- e. Evaluations by the community partner may be considered while grading.

E. Include a section on the reflective components of the course.

Service-learning literature concludes that reflection about the experience is the most influential aspect in student learning.

- a. Reflection is the key by which service-learning experiences are transformed into learning. Effective reflection:
 - Integrates the service-learning experience with academic learning goals
 - Occurs regularly throughout the course
 - Includes components that can be evaluated according to well-defined criteria
 - Provides opportunities for both public and private reflection
 - Fosters a deeper sense of civic engagement
- b. Reflection can take a variety of forms. Consider these examples:

- Writing (journals, directed writings, summary reports, essays)
- Telling (end of semester presentations for your community partner, in-class presentations, class discussions)
- Multimedia (collages, photos, or video essays)
- Activities (role-playing or interviewing classmates)

You can find more examples and descriptions of reflection tools in the reflection section.

c. It is imperative that you set aside enough time for reflection to allow for student processing of the service-learning experience. An explanation of the purpose and requirements for reflection should be conveyed clearly and prominently in the syllabus.³

³ Adapted from Heffernan, K. (2001). *Fundamentals of Service-Learning Course Construction*. Providence, RI: Campus Compact.

COLLABORATIVE SERVICE-LEARNING: PARTNERSHIP AND RECIPROCITY

Collaborative partnerships are at the heart of successful service-learning experiences. Here are some guidelines to consider as you work to develop a collaborative partnership with your community partner.

A. Community experts are considered co-educators.

A basic assumption of service-learning is that all partners – faculty, students and community partners – are considered teachers and learners. Each partner brings experience and knowledge to the project. For example, community partners have expertise in their fields and in the organizations for which they work and are considered co-educators in the service-learning process. They are professional practitioners with valuable knowledge of community needs. Their authority, in regard to their organization and its goals, must be respected and appreciated. Include them in the planning, implementation, and evaluation processes for your service-learning program. Seek their feedback. If relevant, invite them to speak to your class or to present on campus. Their organizations are not a learning laboratory for students, and the populations they serve are not to become part of students' informal experiments.

C. Clear, honest, ongoing communication is essential.

Each service-learning course is different, and the relationship between each faculty partner and community partner is different. For these reasons, clear, honest, and ongoing communication is a key component to the success of a service-learning partnership. Set clear methods and timeline for continuous communication with your partners. Meet in person. Make an effort to meet your community partners at their own location. Make sure you understand each other's "languages". Formalize your commitment to the project. Discuss upfront the type of time and resources the community partner and the faculty member will need to commit to the project. Discuss the needs and goals of the community partner and the faculty members and how they are compatible. Make sure you agree on the preparation the students will need in order to accomplish this project or successfully participate in the program. Be willing to accommodate each other's perspectives and needs. If possible, draft a written agreement (see "Service-Learning Plan and Agreement Form"), in order to make sure there is mutual understanding and avoidance of future conflict.

D. Be aware of differing schedules.

A frequent challenge of service-learning projects is finding a common time when all the partners can meet. Most community partners do not follow the schedule of an academic year. In developing and carrying out the service-learning project, students and faculty should be aware of this and work to make the community partner aware of the unique rhythm of the academic term, including scheduled breaks.

COMMUNITY DEVELOPMENT THROUGH SERVICE-LEARNING

We encourage faculty and students to develop and implement service-learning programs that challenge the charity model by:

- Considering systemic issues and underlying social circumstances that influence or result in specific community needs
- Focusing on sustainable, long-term, public problem-solving
- Building on existing assets and empower students and community members

GUIDING REFLECTION

What is a reflection?

A reflection is not a summary of a reading, an event, or an experience. Instead, it is a process that includes sharing our personal responses, thoughts, opinions, emotions, and reactions.

Why practice reflection?

- Reflection helps learners express their feelings, concerns, and frustrations.
- It can help us transform experience into meaningful learning.
- It can help us in thoroughly examining and interpreting concepts and experiences, as well as forming thoughtful opinions.
- Reflection will help learners relate a new experience with their own lives, making it more relevant.
- Reflection can make us aware of things we had not noticed at first.
- Learners' reflections can help teachers and guides to better assess their level of engagement, understanding, and internalization of new knowledge and learning experiences.
- Oral reflection conducted as group discussion can also foster a sense of bonding and build trust.

Reflection should not be an afterthought. It should be built into the program and take place before, during, and after student's experiences.

Reflection should be intentionally connected to course content in order to make course content (theories, history, statistics, etc.) real and raise critical questions that emerge from the service experience.

Reflection guides and prompts should challenge students to consider new perspectives and encourage them to question assumptions and consider root causes. Deep reflection should spark further questions. Reflection should be an ongoing open process, not a search for simplistic conclusions or artificial closure.

You can use the following questions to prompt discussion and guide oral reflection:

A. What?

What was your project about? What was the problem or issue you tackled? What caused it? What did you do? What did you learn? How did it make you feel? Did you understand everything? Did you agree or disagree? What did you like or dislike? Did anything surprise you? How was the interaction? Did you have any frustrations? Did anything make you feel uncomfortable? How did the group operate? What roles did you and others take?

B. So What?

Why does it matter? How was it significant? Who did it help and why? What did you gain from it, and what did those you served gain from it? Did it change or expand your perspective? Was there anything you had not considered before? How did it relate to things you had experienced or learned about before? Did you discover

anything about yourself or others you were not aware of? Where you able to apply anything you learned on the classroom in your out-of-classroom assignment?

C. Now What?

What is the situation like now? What else could be done? What is the next step? What are the long-term repercussions of your work? Who else could get involved and how? What was successful, and what could be improved upon? How could things be improved overall?

Other Reflection Formats

Double Entry Journaling

1. On the right side of the pages students reflect on subjective questions, such as: How did you feel at the service site? How did you feel about a particular miscommunication incident?
2. On the left side, students reflect on objective questions related to the course content, such as: What did you learn from this week's reading? Did you agree or disagree with the point of the author?
3. Students should then draw arrows to indicate the connections between the experience and the course content side. Further reflection can take place by discussing the arrows in small groups in class.

The Three-Part Journal

An effective reflection activity is the *three-part journal*. These questions can also be used to guide a discussion. After visiting your community partner site, respond to the following questions. Make sure to differentiate between the three different types of responses.

1. *Describe the experience.* Make sure to include useful details, and try to leave out personal thoughts, feelings, and judgments.
2. *Connect your course readings, lectures, and discussions to the experience.* Discuss your experience in terms of concepts and themes covered in your course.
3. *Describe your personal reaction to the experience.* Include your thoughts, feelings, and judgments. Include what you can learn about yourself and your assumptions from what you did and how you reacted. How does the combination of course materials and your work in the community relate to you personally and professionally? How does it affect your understanding of the community and your role in it?

The Reflection Drill

These three quick questions are a good way to share with others or think to yourself about what you experienced.

1. What did you learn?
2. How do you feel?
3. How can you use this in the future?

Tips

- Always ask learners to support their statements. For example, do not accept an “I disagree,” “I did not like that,” or “that was my favorite part.” Always ask them to explain why. Ask them to give examples.
- Make sure learners know that they are allowed to constructively critique and share their opinions.
- Ask them to consider other points of view whenever possible.
- Try to guide them to relate this particular reading, event, or experience to a broader context, to their personal lives, or to other applicable situations.

Evaluating or Grading Reflection

Grading or evaluating reflection can be a challenging subjective task. Below are a number of sample rubrics and criteria you may use

Criteria for Assessing Levels of Learning⁴

Bradley (1995) developed three levels of reflection that are similar to the What?, So What?, Now What? framework. Reflection exercises should be designed to gradually move students toward the third level.

Level One

1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to be one dimensional and conversational or unassimilated repetitions of what has been heard in class or from peers.
2. Tends to focus on just one aspect of the situation.
3. Uses unsupported personal beliefs frequently as “hard” evidence.
4. May acknowledge differences of perspective but does not discriminate effectively among them.

Level Two

1. Observations are fairly thorough and nuanced, although they tend not to be placed in a broader context.
2. Provides a cogent critique from one perspective but fails to see the broader system in which the aspect is embedded and other factors which may make change difficult.
3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
4. Perceives legitimate differences of viewpoint.
5. Demonstrates a beginning ability to interpret evidence.

Level Three

1. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
2. Perceives conflicting goals within and among individuals involved in a situation and recognizes that the differences can be evaluated.

⁴ Bradley, J. (1995). A model for evaluating service-learning in academically based service. In Troppe, M. (Ed.). *Connecting cognition and action: Evaluation of student performance in service-learning courses*. Providence, RI: Campus Compact, p. 21.

3. Recognizes that actions must depend on the situation and understands many of the factors that affect their choice.
4. Makes appropriate assessment of the decisions facing clients and of his or her responsibility as part of the clients' lives.

Assessment Rubric for Student Reflections	
Levels	Criteria
Reflective practitioner	<p><u>Clarity</u>: The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p><u>Relevance</u>: The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis</u>: The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.</p> <p><u>Interconnections</u>: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism</u>: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>
Aware practitioner	<p><u>Clarity</u>: Minor, infrequent lapses in clarity and accuracy.</p> <p><u>Relevance</u>: The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis</u>: The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.</p> <p><u>Interconnections</u>: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism</u>: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</p>
Reflection novice	<p><u>Clarity</u>: There are frequent lapses in clarity and accuracy.</p> <p><u>Relevance</u>: Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><u>Analysis</u>: Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.</p> <p><u>Interconnections</u>: There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><u>Self-criticism</u>: There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</p>
Unacceptable	<p><u>Clarity</u>: Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><u>Relevance</u>: Most of the reflection is irrelevant to student and/or course learning goals.</p> <p><u>Analysis</u>: Reflection does not move beyond description of the learning experience(s).</p> <p><u>Interconnection</u>: No attempt to demonstrate connections to previous learning or experience.</p> <p><u>Self-criticism</u>: Not attempt at self-criticism.</p>

Developed by Steven Jones, Coordinator, Office of Service Learning, IUPUI. Downloaded on March 9, 2011 from ctl.iupui.edu/common/uploads/library/CSL/CSL529447.doc

Criteria	Superior (54-60 points)	Sufficient (48-53 points)	Minimal (1-47 points)	Unacceptable (0 points)
Depth of Reflection (25% of TTL Points) ___/15	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components (25% of TTL Points) ___/15	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure (25% of TTL Points) ___/15	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice (25% of TTL Points) ___/15	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Central Piedmont Community College Learning-Outcomes Rubrics. Downloaded March 9, 2011 from www.cpcc.edu/learningcollege/learning.../rubrics/reflection_rubric.doc

Grading Rubric for Reflection Assignments

Categories	Exemplary	Intermediate	Beginning
Self-disclosure	Seeks to understand concepts by examining <i>openly</i> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <i>open, non-defensive ability to self-appraise</i> , discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.	Seeks to understand concepts by examining <i>somewhat cautiously</i> your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.	<i>Little self-disclosure, minimal risk</i> in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.
Connection to outside experiences	<i>In-depth synthesis</i> of thoughtfully selected aspects of experiences related to the topic. Makes <i>clear</i> connections between what is learned from outside experiences and the topic.	Goes into <i>some detail</i> explaining some specific ideas or issues from outside experiences related to the topic. Makes <i>general</i> connections between what is learned from outside experiences and the topic.	Identify some <i>general ideas</i> or issues from outside experiences related to the topic
Connection to readings (assigned and ones you have sought on your own)	<i>In-depth synthesis</i> of thoughtfully selected aspects of readings related to the topic. Makes <i>clear</i> connections between what is learned from readings and the topic. Demonstrate further analysis and insight resulting from what you have learned from reading, Includes reference to at least two readings other than those assigned for class.	Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic. Includes reference to at least one reading other than those assigned for class.	Identify some general ideas or issues from readings related to the topic. Readings are only those assigned for the topic.
Connection to class discussions & course objectives	Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.	Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.	Restate some general ideas or issues from the class discussion as they relate to this topic.
Spelling & grammar errors	No spelling or grammar errors.	Few spelling and grammar errors.	Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.
Reflection papers should be two pages, word processed, neatly done with your name, date, section, and topic. Correct grammar and spelling. Describe the event, the diversity, what you learned. The event needs to be this semester.			

Created by Betsy Albert-Peacock for a Human Diversity course at the University of Minnesota Duluth. Downloaded on March 9, 2011 from http://www.d.umn.edu/~balbert/humandiversity/grading_rubric.html

ALIVE CCP SUPPORT FOR SERVICE-LEARNING AT WKU

- Service-learning faculty workshops and forums.
- Materials and resources, including student and faculty handbooks and a service-learning library (see full list of books and journals available below in the "Print Resources" section).
- In-class training and speaking engagements. ALIVE CCP staff are available to come to your class to:
 - speak about community engagement opportunities, community needs, or campus and community partnerships
 - conduct a service-learning orientation or the \$100 Solution Training™
 - lead brain-storming or project planning sessions
 - guide reflection sessions
- Assistance developing projects and finding partners through one-on-one meetings between faculty and ALIVE CCP staff.
- *Partnership Toolkit* and program development assistance for student-led curricular and co-curricular programs. Students can contact the ALIVE Center and make an appointment to visit the Center or request that a staff member attend your group meeting.
- Funding
The ALIVE CCP awards up to \$1,000 in Community-Partnership Incentive Awards funding for service-learning projects. For more information and application deadlines, visit <http://www.wku.edu/alive/cpia.html>
- The \$100 Solution™
The ALIVE CCP provides program support and funding for \$100 solutions. This program encourages students to make a difference with small amounts of money through projects that address the program's five core principles: partnership, reciprocity, capacity-building, sustainability, and reflection. Students must follow three steps:
 - Learn how to implement The \$100 Solution™ by attending in-class training or an out-of-class workshop.
 - Identify a community need, develop a project idea, and fill out an application form online.
 - Send the application form to nadia.deleon@wku.edu to be reviewed. Students will be notified within two weeks about the acceptability of your project idea and funding up to \$100.

For more information, visit <http://www.wku.edu/alive/100dollarsolution.html>.

PRINT RESOURCES

These and many other service-learning resources are available in the WKU ALIVE CCP Service-Learning Library. See a full listing of available resources at <http://www.wku.edu/alive>.

General Reference

- Anderson, Mary A. (1996) *Development and Social Diversity*
- Berber Kaye, Cathryn. (2004) *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*
- Butin, Dan W. (2005) *Service-Learning in Higher Education: Critical Issues and Directions*
- Calderón, José Z. (2007) *Race, Poverty, and Social Justice: Multidisciplinary Perspectives Through Service Learning*
- Campus Compact (2003). *Introduction to Service-Learning Toolkit*.
Heffernan, K. (2001). *Fundamentals of Service Learning Course Construction*. Providence, RI: Campus Compact.
- Eyler, J., & Giles, D.W., Jr. (1999) *Where's the Learning in Service Learning?* San Francisco: Jossey-Bass.
- Furco, Andrew, and Billing, Shelley H. (2001) *Service-Learning: The Essence of the Pedagogy*
- The Great Books Foundation in Partnership with Project on Civic Reflection (2008) *Talking Service: Readings for Civic Reflection*
- Heffernan, Kerrissa. Campus Compact (2001) *Fundamentals of Service-Learning Course Construction*
- Jacoby, Barbara, and Associates. (2003) *Building Partnerships for Service-Learning*
- Kretzman, John P. and McKnight, John L. (1993) *Building Communities for the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets*
- LaBare, Martha J. (2008) *First-Year Civic Engagement: Sound Foundations for College, Citizenship and Democracy*
- The Princeton Review. (2005) *Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement*
- Stoecker, Randy, and Tryon, Elizabeth, with Hilgendorf, Amy. (2009) *The Unheard Voices: Community Organization and Service Learning*
- Strait, Jean R., and Lima, Marybeth. (2009) *The Future of Service-Learning: New Solutions for Sustaining and Improving Practice*

Tannenbaum, Sally. (2008). *Research, Advocacy, and Political Engagement: Multidisciplinary Perspectives Through Service Learning*

Zlotkowski, E. (Ed) *AAHE Series on Service Learning in the Disciplines*. This series includes books on over 20 disciplines, with chapters in each book written by academics from that discipline who use service-learning in their teaching.

Zlotkowski, Edward. (1998) *Successful Service-Learning Programs*

Discipline-Specific Service-Learning

Baillet, Barbara J., and Heffernan, Kerrissa. (2000) *The Practice of Change: Concepts and Models for Service-Learning in Women's Studies*

Hellenbrandt, Josef, and Varona, Lucía T. (1999) *Construyendo Puentes (Building Bridges) Concepts and Models for Service-Learning in Spanish*

O'Grady, Carolyn R. (2000) *Integrating Service Learning and Multicultural Education in Colleges and Universities*

Stahly, Geraldine B. (2007) *Gender Identity, Equity, and Violence: Multidisciplinary Perspectives Through Service Learning*

Service-Learning Research and Assessment

Bingle, Robert G., Phillips, Mindy A., and Hudson, Michael. (2004) *The Measure of Service Learning: Research Scales to Assess Student Experiences*

Eyler, J. S., Giles, D. E., Stenson, C. M., & 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*, Third Edition. Funded by The Corporation for National Service, Learn and Serve America. Reprinted in *Campus Compact* (2003)

Journals

Journal of Higher Education Outreach & Engagement

The Michigan Journal of Community Service Learning

WEB RESOURCES

These websites provide resources for faculty, community partners, and students, including information on service-learning syllabi, reflection, research, conferences, publications, and more.

- **General Web Sites**

- **Campus Compact:** www.compact.org
- **Kentucky Campus Compact:** <http://kycompact.nku.edu/index.shtml>
- **National Service-Learning Clearinghouse:** www.servicelearning.org
- **Service-Learning Syllabi**

- **Syllabi**

- **Campus Compact: Service-Learning Syllabi Links:**
<http://www.compact.org/syllabi/>

From this page of the Campus Compact Web site, you can connect to the “service-learning syllabi by discipline project,” which allows you to search for service-learning syllabi in your field. The website also provides links to many other service-learning syllabi lists and resources.

- **National Service-Learning Clearinghouse: Lesson Plans, Syllabi, and Curricula:** http://www.servicelearning.org/resources/lesson_plans

This link to the National Service-Learning Clearinghouse provides a database of service-learning syllabi as well as links to other syllabi and course construction resources.

- **Reflection**

- **Service-Learning: Using Structured Reflection to Enhance Learning from Service:** www.compact.org/disciplines/reflection/
- **Facilitating Reflection: A Manual for Leaders and Educators:**
http://www.uvm.edu/~dewey/reflection_manual/

- **Discipline-Specific Information (including programs, projects, and syllabi)**

- **Discipline Specific Service-Learning Resource for Higher Education** (National Service-Learning Clearing House Factsheet):
http://www.servicelearning.org/instant_info/fact_sheets/he_facts/discipline

This website contains a report with links to numerous other sites and printed publication with valuable information.

- **University of Washington’s collection of Discipline Specific Service-Learning resources, including syllabi and course materials:**
<http://depts.washington.edu/ccph/servicelearningres.html#Syllabi>

SERVICE-LEARNING PLAN AND AGREEMENT FORM

Service-learning is an educational experience based upon a collaborative partnership between college and community. Learning through service enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.

Course Title and Number: _____

Professor Contact Information:

Name: _____

Phone number(s): _____

Email: _____

Office hours: _____

What is the best way to reach the professor? When?

Community Partner Contact Information

Organization name: _____

Contact person name: _____

Contact person phone number(s): _____

Contact person email: _____

What is the best way to reach the community partner? When?

Student Contact Information:

Note: If this is a group project, please use additional space to list the contact information for all students in the group. If one student will be the main contact with the community partner, please identify that student.

Name: _____

Contact number(s): _____

Email: _____

What is the best way to reach the student? When?

All partners – faculty, students, and community partners – should be aware of the answers to each of these questions. However, it may make more sense for each partner to answer the questions as indicated. The questions should be completed using as much additional space as needed.

1. Have the community partner and the students received a copy of the course syllabus? ___ Yes ___ No
2. Describe the training, orientation, and supervision that the community partner will provide for the student(s).

3. List any particular guidelines (i.e., behavior, dress, confidentiality) that the student should know about the community partner organization.

4. In a few sentences, please describe the service-learning project. If a specific product or outcome is the goal, please identify and describe it (i.e., a brochure, a community presentation, a summary report).

5. What academic knowledge or skills will the student(s) use as they participate in this project? (You can also list course objectives that will be achieved by the service-learning project in this space.)

6. Describe the reflection activities that will connect the service-learning project with academic learning goals. Identify how students, community partners and the professor will be involved in these reflection activities.

7. Provide a timeline of tasks related to the service-learning project, including estimated completion dates. For each student, list responsibilities and tasks related to the service-learning project.

8. Describe the communication with the community partner and the supervision of the student that the professor will provide during the service-learning project.

This Service-Learning Project Agreement acknowledges the agreement among the student(s), community partner, and course professor about the objectives, processes, and responsibilities related to this project. This Agreement will be the baseline for evaluating the student's completion of the service-learning project requirement of the course. This Agreement may be amended, if all parties agree.

Student Signature **Date**

Community Partner Signature **Date**

Professor Signature **Date**

COMMUNITY PARTNER SERVICE-LEARNING PROJECT EVALUATION FORM

Service-learning is an educational experience based upon a collaborative partnership between college and community. Learning through service enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.

Thank you for your participation in a service-learning project!

Thank you also for taking the time to fill out this evaluation form. The first section of the form asks for your feedback regarding the performance of the students who worked with you.

The second section asks for your overall feedback on the service-learning project. Please be honest in your responses, as your comments will be used to improve future service-learning projects. Additionally, please note that your evaluations of the students will not be the sole factor in determining the students' grades. Your feedback is important!

Name: _____

Date: _____

Organization: _____

Mailing Address: _____

Phone: _____

Email Address: _____

Course Title and Number: _____

EVALUATION OF STUDENT PERFORMANCE (for single student evaluation)

Please rate the performance of the student team in the following areas:

Excellent Good Average Poor Very Poor N/A

a. Dependability

Comments _____

b. Planning/Organization

Comments _____

c. Professional Interactions

Comments _____

d. Communication

Comments _____

e. Initiative/Responsibility

Comments _____

f. Creative/Innovative Ideas

Comments _____

g. Overall Quality of Project

Comments _____

EVALUATION OF STUDENT PERFORMANCE (for group projects)

Please rate your overall satisfaction level with the performance of the student team (circle one):

- a. Far exceeded your expectations
- b. Exceeded your expectations
- c. Met your expectations
- d. Just about met your expectations
- e. Was far below your expectations

List the team's strengths.

List the team's weaknesses and suggested improvements.

Rate Each Team Member's Overall Quality of Work:

Excellent Good Average Poor Very Poor N/A

Name: _____

Comments: _____

Name: _____

Comments: _____

Name: _____

Comments: _____

Name: _____

Comments: _____

Name: _____

Comments: _____

Additional comments about individual team member's efforts:

EVALUATION OF SERVICE-LEARNING PROJECT

1. Was there adequate preparation and planning for the service-learning project?
___ Too much ___ Just enough ___ Too little

2. Was there adequate communication among the students, faculty member, and yourself?
___ Too much ___ Just enough ___ Too little

3. Please list any aspects of this service-learning project that went particularly well.

4. Please describe any benefits to your organization that resulted from this service-learning project.

5. Please list any aspects of this service-learning project that did not go well or that were particularly challenging.

6. If you were to participate in this service-learning project again...

a. What would you do differently?

b. What would you suggest that the faculty member, students, or service-learning staff do differently?

7. Are you interested in participating in another service-learning project in the future? ___ Yes ___ No

8. Please describe any potential service-learning project ideas, specifying when you would like them to take place.

9. Please share additional comments or feedback here. You are also welcome to contact the faculty member or Nadia De Leon, Community Engagement Coordinator, at 270-782-0966 or nadia.deleon@wku.edu if you would like to share more information or schedule a debriefing meeting.

**This form is based on similar evaluation forms created by Dr. Debbi Brock and other service-learning faculty at Berea College. Thank you!*

SERVICE-LEARNING PROGRAM GOALS: PLACEMENT

Name: _____

Placement Organization: _____

Organizational Mission Statement:

Learning Objectives

I intend to learn:

- _____

- _____

- _____

- _____

- _____

Service Objectives

I intend to accomplish:

- _____

- _____

- _____

- _____

- _____

These tie with the course goals in the following ways:

- _____

- _____

- _____

These tie with the mission of the organization in the following ways:

- _____

- _____

- _____

SERVICE-LEARNING PROGRAM GOALS: PROJECT

Name: _____

Project Mission Statement:

Identified need:

Identified resources:

Learning Objectives

I intend to learn:

- _____

- _____

- _____

- _____

- _____

Service Objectives
I intend to accomplish:

- _____

- _____

- _____

- _____

- _____

These tie with the course goals in the following ways:

- _____

- _____

- _____

