

Developing Service-Learning Projects

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Critical Elements of Thoughtful Community Service
Campus Outreach Opportunity League (COOL)

- Community Voice
- Orientation and training
- Meaningful action
- Reflection
- Evaluation

Community Voice

- Examples at UWSP
- How to achieve consensus and respect community voice
 - Meet with community members and take time to understand the needs of the community
 - Have frank and open conversations; neither party can be afraid to tell the other what they need
 - Flexibility
 - Creativity

Orientation and Training

- Information should be provided to students about the community, the issue, and the agency or community group
- Variety of methods
 - Bring community partners to class before the project
 - Community partner provides an on-site orientation
 - Provide students with information available in handouts, websites, etc.

Meaningful Action

- The service being done is necessary and valued by the community
- Students feel that the project they participate in made a difference in a measurable way and that their time was well utilized
- Examples at UWSP

Reflection

- Necessary to connect the service project to the identified learning outcomes
- Reflection should happen immediately after the experience, at a minimum
- Reflection should place the experience into broader context
- Examples from UWSP
- More resources available in Service-Learning Faculty Handbook (in folder)

Evaluation

- Measures the impact of the students' learning experience and the effectiveness of the service to the community
- Gives direction for improvement, growth, and change
- Evaluation should be done by students, community partners, and faculty
- Resources in Service-Learning Faculty Handbook (in folder)

Principles of Good Practice in Community Service-Learning Pedagogy

Jeffery Howard

1. Academic credit is for learning, not service
2. Do not compromise academic rigor
3. Set learning goals for students
4. Establish criteria for the selection of community service placements
5. Provide educationally-sound mechanisms to harvest the community learning (reflection)

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6. Prepare students for learning from the community
7. Minimize the distinction between the student's community learning role and the classroom learning role
8. Re-think the faculty instructional role
9. Be prepared for uncertainty and variation in student learning outcomes
10. Maximize the community responsibility orientation of the course

Steps to Integrating Service-Learning
Service-Learning Faculty Handbook
(in folder)

- Define learner outcomes
- Initiate and solicit community partnerships
- Develop reflection activities and other assignments
- Develop grading and evaluation measures
- Arrange logistics of the course and edit service-learning forms, as necessary
- Edit the course syllabus to include the service-learning projects

Steps to Integrating Service-Learning
Service-Learning Faculty Handbook
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- Course implementation
 - Introduce service-learning
 - Maintain communication
 - Ongoing reflection
- Course evaluation
 - Student impact
 - Community impact
