

Benefits of Service-Learning:

Students:

- Enhanced learning through action ^{9, 10, 17, 18,}
 - “...students will develop a better understanding and appreciation of academic material if they are able to put that material into practice in ways that make a difference in their own lives and/or in the lives of other people.” ¹⁸
 - “What is experienced through action will be remembered more vividly than what is merely read, or heard in a teacher’s class presentation.” ¹⁸
- Increased academic performance ^{4, 6, 7, 9, 10, 12, 17}
 - GPA ¹⁷
 - Writing skills ¹⁷
 - Critical thinking skills ^{9, 17}
 - improved problem analysis skills ^{9, 10}
- Develop leadership skills ^{2, 6, 9, 13, 17}
 - Increased involvement in leadership activities ¹⁷
 - Self-rated leadership ability ¹⁷
 - Interpersonal skills, including communication skills ^{7, 15}
- Personal development
 - ‘...the goal is to promote a reflective development of attitudes and values, not the forming of particular attitude or value contents.’ ¹⁸
 - Promote thinking about career preparation; students who participate in service-learning are more likely to choose service-related careers than students who do not participate in service-learning courses. This is especially true for students who have not yet declared a major. ^{2, 7, 17}
 - increasing feelings of self-efficacy and self-esteem ^{4, 10, 17, 18}
 - values ⁶; this includes “commitment to activism and to promoting racial understanding” ^{3, 15}
 - enhances students’ psychosocial and moral reasoning abilities ^{4, 16}
- Fostering the development of civic responsibility and other values of citizenship ^{2, 3, 10, 18}
 - Foster a sense of civic responsibility ¹⁷
 - “...promote an identification with and involvement in community institutions...” ¹⁸
 - increased commitment to volunteer service to the community, even after graduation ^{2, 9, 15, 17, 18}
 - facilitates racial and cultural understanding and reduces stereotypes ^{2, 7, 13, 17}
 - Students develop a sense of activism. ¹⁷ The study by Vogelgesang and Astin measured activism through a commitment of helping others who are in need, influencing the political structure, influencing social values, and participating in community action programs.
- Openness to new ideas and experiences ¹⁴
- Deeper relationships with faculty ^{9, 10, 13,}

Several Factors affect the extent to which service enhances the learning and the service-learning benefits the student:

- “degree of [student’s] interest in the subject matter”⁶
- how much the professor encourages class discussion^{3, 6, 11}
- how much the student process the service experience with each other^{3, 6, 11}
- the frequency with which professors connect the service experience with the course subject matter^{4, 6, 9, 11}
- a minimum of at least 10 hours of direct service; i.e. duration and intensity of service^{2, 11}
- more than one approach to reflection^{4, 9, 11}
- receiving quality feedback from professors or clients has a positive impact on students’ learning, use of skills taught in course, and commitment to service¹⁰

Faculty:

- Students gain a deeper understanding of course material⁹
- Students gain the ability to apply course material to real world problems^{8, 9, 10, 13}
- Students who participate in service-learning report greater satisfaction with the instructor, the grading system, the reading assignments, and the course than students who did not participate in service-learning⁸
- Opportunity to provide useful service to the community¹
- Application of theory and knowledge to local problem solving¹⁶
- Redefines the role of teacher from giver of knowledge to facilitator of knowledge⁵
- Teaching becomes more process oriented due to interaction with students⁵
- Provides for connections between research and teaching and often a commitment to research by faculty^{5, 7}
- Deeper relationships with students^{9, 10, 13}

Common reported barriers to incorporating service-learning:

- Lack of resources^{10, 13}
- Lack of faculty reward; i.e. tenure and promotion incentives¹⁰

University:

- Service-Learning improves student satisfaction with college^{10, 13}
- Students engaged in service-learning are more likely to graduate¹⁰
- Enhanced community relationships and positive community perception^{10, 13, 16}
- University is viewed as “a partner and a great source for ideas, people, and resources.”¹⁶
- Service-Learning provides Universities a mechanism to strengthen their public service mission¹⁶

Community: [there have been very few studies that focus on the impact of service-learning on communities¹⁶]

- Augment the administrative and service capacity of local non-profit organizations^{7, 12}

- Service-learners help community organizations meet goals, fill program gaps, and provide effective service^{7, 10, 13, 16}
- Service-learners often bring enthusiasm, energy, and new ideas or perspective to community partners^{7, 16}
- Service-Learning can contribute to community development and renewal⁵
- Provides community organizations with an inside look at the University^{5, 7}
- Formalize connections with the University⁵
- Develops future community leaders⁵

Common difficulties and concerns for community agencies working with service-learning students:

- Working around students' busy schedules to create a service time that works for both the community organization and the student¹⁶
- The short-term nature of the students' commitment to the organization. Often agencies need more long-term help than what can be provided by a student in a semester service-learning project.¹⁶
- "It takes time, energy, and money to train them [service-learners], all of which are limited at nonprofits..."¹⁶
- "...communication needs to be increased so that the campus is more aware of the agency's needs and student skills can be better matched with these needs."¹⁶

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