

Jocelyn M. Samuel

From: Bandziukas, Mary <MBandziukas@qcc.cuny.edu>
Sent: Wednesday, December 05, 2012 1:00 PM
To: Jocelyn M. Samuel
Subject: service learning info from QCC
Attachments: ServiceLearner_Spring_2012 FINAL.pdf; ServiceLearner_Summer__8_6_20121 FINAL.pdf

Dear Jocelyn,

Attached are our two most-recent newsletters. Below is a link to the resources page of our website. If you scroll all the way down to the bottom of the page, on the left is a link to "Issues in Engaged Scholarship". The article "**Picture Me in College: A Portrait Project with Homeless Children and Teens.**" by Elizabeth DiGiorgio, Art and Design Department, is the one I was telling you about with the art students drawing portraits of the kids from Saratoga Family Inn.

<http://www.qcc.cuny.edu/servicelearning/resources.html>

Please feel free to call for more info,

Best Regards,

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Service-learning

From Wikipedia, the free encyclopedia
(Redirected from Service Learning)

Service learning is a method of teaching that combines formal instruction with a related service in the community. Advocates claim that learning is enhanced through direct application in appropriate social contexts of principles and practices taught through formal instruction concurrent with guided reflection of the student's experiences. Service learning is frequently implemented as youth service. As a teaching method, service learning is best categorized as a form of experiential education. Specifically, service learning integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good. The Community Service Act of 1990, which authorized the Learn and Serve America grant program, defines service learning as:

"a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and helps foster civic responsibility; and that is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on the service experience." ^[1]

Service learning offers students immediate opportunities to apply classroom learning to support or enhance the work of local agencies that often exist to effect positive change in the community.^[2] The National Youth Leadership Council defines service learning as "a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards." ^[3]

"Service learning is a method of instruction in which classroom learning is enriched and applied through service to others" (Florida Department of Education).

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Key components

Service learning combines experiential learning and community service opportunities. It can be distinguished in the following ways:

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Getting Started with Service Learning

Faculty who are interested in incorporating service learning activities into a course should consider the following issues.

Learning Objectives

- Consider your course's learning objectives and the QCC General Education objectives.
- Determine which learning objectives can be met through a service activity rather than a traditional assignment. For example, a Business class used Microsoft applications to analyze data collected through their service learning project rather than use theoretical data.
- Decide what type of service activity the students can perform. For example, will students:
 - Engage in direct service to an organization and its members;
 - Participate in an advocacy campaign;
 - Provide indirect service by conducting research for an organization; or
 - Plan and develop marketing materials for an organization.
- Establish how the activity will increase students' learning in order to meet the course and General Education objectives.
- Consider how the link between the service and learning objectives will be made.

Incorporating Service Learning into the Course

- Clarify how service learning will support and enhance classroom instruction.
- Consider how the service activities will be implemented during the course. For example, will students:
 - Participate during class time or outside of class time;
 - Make off-campus visits.
- Decide if the project will be a mandatory component of the course or optional.
- Decide how many hours the students who participate in service learning will be required to commit to the project (12 hours total per semester of preparation and actual service to an organization are required in order to count as a service learning course).
- Discuss incorporating a service learning activity into the class with your department chair.
- Review the syllabi of faculty who have participated in service learning. Sample syllabi are available on the service learning website.

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Community Partners

- Review the list of community-based organizations (available on the website) with which faculty have established relationships. The QCC Service Learning Team will be the liaison between the professor and the community partner.
- If you need help with identifying potential community partners, contact the service learning team.
- If you have a potential community partner in mind, review your ideas with the service learning team.
- Decide which community-based organizations are best prepared to work with the class and its students.
- Decide whether all students in the class will work with the same community partner.
- Consider how you will determine the community partner's specific goals and needs for the project. This process will usually require telephone conversations and/or a meeting with the community partner.
- Define how the project will meet the partner's goals and needs.
- Identify the tasks that students will complete. The service should meet needs that are necessary and valuable for the organization.
- Consider how the students will be introduced to the organization, including its mission, goals and objectives, clients served, and services provided. The students' roles and responsibilities to the organization should be clarified (e.g., specific tasks, number of hours required per semester, timelines), as well as the organization's rules, regulations, confidentiality policies, dress code, and timekeeping requirements. A representative from the community partner is usually invited to attend a class session to present these issues.
- Decide how the students will be supervised at the service site and how they will keep track of the time they spend there.
- Consider how the service work will be presented to the community partner. For example: Will the oral histories students collect be shared with the organization?
- Once you start the service learning course, request that the students review the student modules on the service learning website. These activities will help students understand the rationale behind service learning as a pedagogy and high impact learning strategy.

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Reflection

Reflection is a critical component of service learning. It is the key way for students to make connections between their service and the course content. During the reflection process, students describe their thoughts and opinions about the experience and place it into a larger context.

- Clarify to the students that the reflection component demonstrates their learning, and that the grade they receive on the service learning activity is based on this documentation rather than the service that is performed (see Assessment section below).
- Provide students with scaffold activities to help them examine the learning taking place during the service experience. See resources on the role of reflection.
- Consider the various types of reflection methods and choose the one that aligns best with your service learning activity. Examples include: journals, short papers, and presentations. For more detailed information, see the "resources" section of the website.
- Provide regular opportunities for reflection during the course.

Assessment

Student performance is evaluated through their reflections. Students must demonstrate that they have made connections between the classroom theory and the service learning activity. Grades are not based on the number of hours that students spend at a site or on an assignment. Grades are based on students' metacognition of classroom knowledge applied to an authentic community task.

Faculty should develop a rubric to determine how to evaluate the students' performance in connecting the service learning activity to the learning objectives.

Next Steps

Complete the service learning project form on the service-learning website and submit the form for review.