Academic Service-Learning Toolkit

FACULTY RESOURCE GUIDE

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Definitions of Key Terms

These definitions help clarify how this toolkit uses several specific terms:

- **Service-Learning -** 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.
- **Community** – People and organizations coming together either through a common bond or stake in a given interest or set of interests. The term community can be self-defined or can be geographic. The term community also connotes a climate to be created.
- **Partnership** – A close mutual cooperation between parties having shared interests, responsibilities, privileges, and power.
- **Student** – A student represents all levels of learning in a higher education context, including undergraduate, graduate, and post-graduate level learners.

Reference: Seifer, S.D., & Connors, K. (Eds.).(2007). *Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education.* Scotts Valley, CA: National Service- Learning Clearinghouse

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Theory and Practice

WHAT IS ACADEMIC SERVICE-LEARNING?

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What is Academic Service-Learning?

- FAU defines ASL as a teaching **pedagogy that integrates community service with instruction and reflection**. It is designed to enrich the learning experience through hands-on activity and to teach civic responsibility. ASL is more than a volunteer activity.

- Moreover, ASL requires **students to apply what they learn in the classroom and to reflect** on their experiences by thinking, discussing, and writing about them. It teaches students how to apply academic knowledge to real-life civic issues, promotes teamwork and collaborative problem-solving, develops life skills and makes learning more personally meaningful.

Academic Service-Learning

Primary Components of Academic Service-Learning at FAU:

- **Relevant and Meaningful Service in the Community** - The AS-L project should be applicable to the course and worthwhile in meeting community needs.
- **Enhanced Academic Learning** - The AS-L project should complement what is learned in the classroom and provide an experience in a "real world" setting.
- **Purposeful Civic Engagement** - The AS-L project should be designed to have students practice the learning strategies and/or content of the class that meets course learning objectives in a community setting.
- **Critical Reflection** - The AS-L project should ask students to reflect on how the project links to (1) course objectives, (2) the impact of the students' work in the community, and (3) the impact on the students' personal and professional development.
- **Minimum of 10 Hours**
- **Assessment** of A S-L project
- **Academic Service-Learning Statement within the course syllabus**
- **Assumption of Risk Statement within the course syllabus**
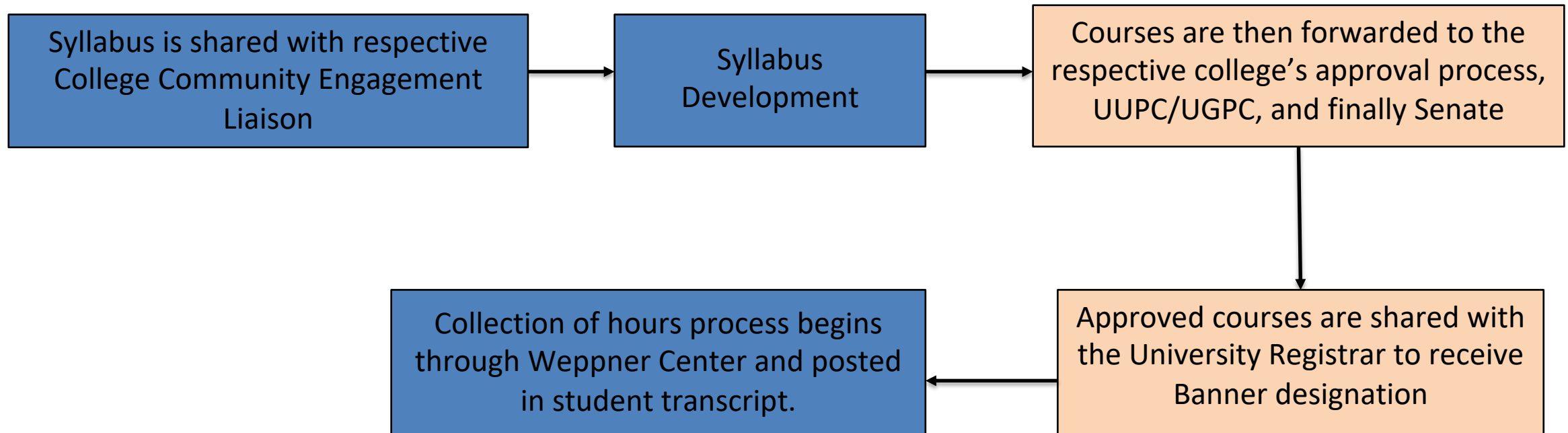
Process

DESIGNATE YOUR COURSE

Designation Process (ASL)

1. Faculty Member contacts College Liaison
2. Syllabus is created meeting criteria
3. Syllabus and [certification](#) form is attached to New/Change Course Form (NEW-[Undergraduate](#); [Graduate](#))|(Change-[Undergraduate](#); [Graduate](#))
4. Packet goes through regular process (School-College-Council-Senate)
5. AS-L designation is given in Banner

Recording Process

- ASL Coordinator contacts faculty at the beginning of the semester.
- Faculty confirms participation in AS-L.
- ASL Coordinator send faculty class roster towards end of the semester.
- Faculty submits completed roster to ASL coordinator.
- Coordinator submits hours to Registrar for posting in transcripts.

AS-L Course Cycle

Community Partners

WHO, WHAT AND WHERE

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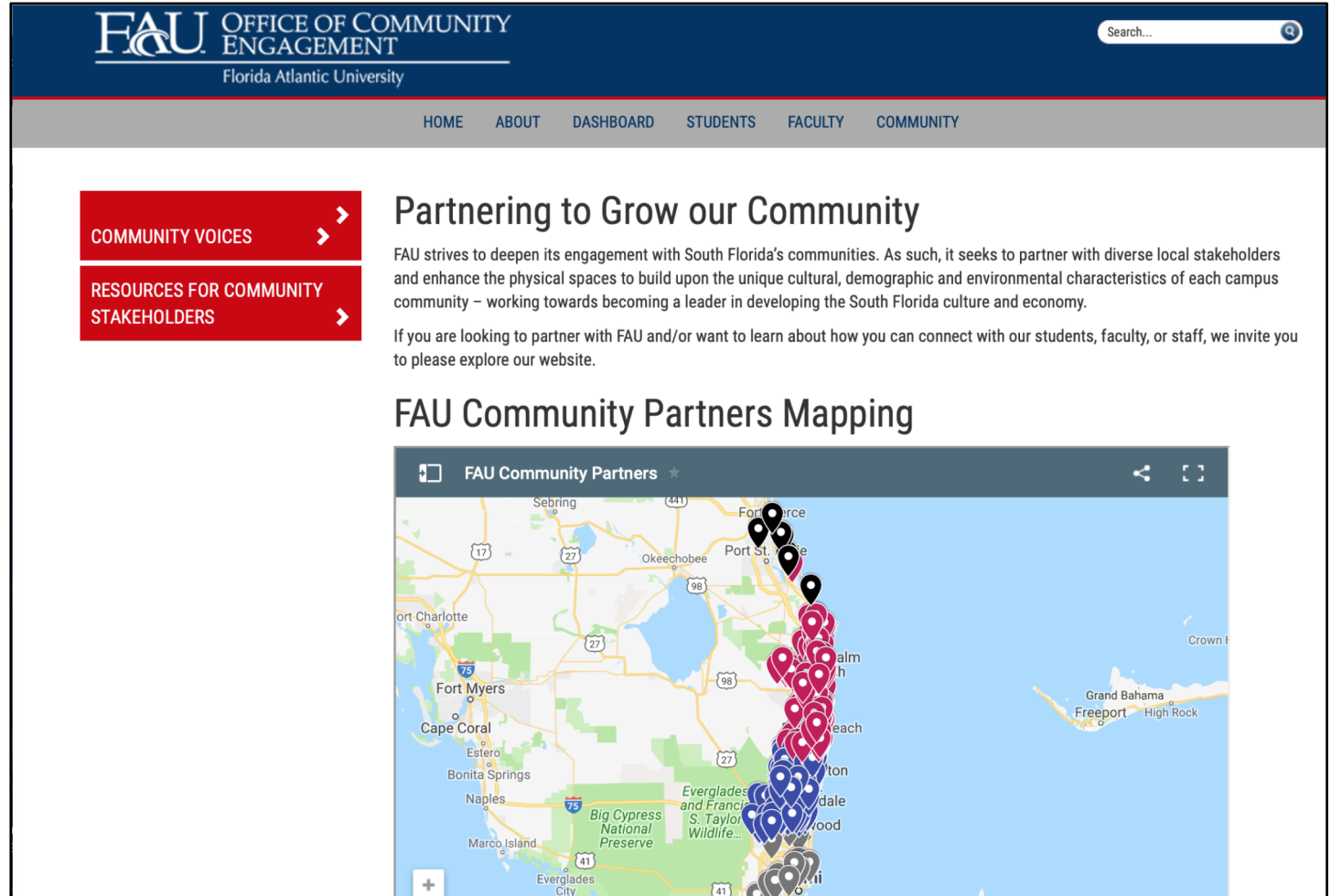
Community Partners Google Map

Find a community partner using the Google map, or contact Office of Community Engagement to set up an appointment

- [Link](#) to map

Please note that we have community partner organizations listed across the state of Florida, with a mix of over 300 non-profit & government agencies.

Student Preparations

Preparing students before their service experience

1. Workplace professionalism: The Do's and Don'ts.

2. Emergency Response Planning: Student contact information and needed documents (i.e., risk waiver form).

3. Complete any needed training, if applicable, before beginning at the service site.

4. Individual or group participation? Make sure students are aware of their expectations regarding individual or group participation to benefit fully from the experience.

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Community Partner Preparations

<u>Working with partners before student experience</u>

1. Make sure to lay out the structure of the partnership:
   - Point of contact to coordinate logistics.
   - Transportation needs of students.
   - Expectations from students and faculty

2. Discuss any needed trainings related to the work being done: who will provide this training?

3. Emergency Response Planning: faculty and community organization should have contact information exchanged in case of an emergency.

Additional Resources

* COMMUNITY ENGAGEMENT COLLEGE LIAISONS

* ENGAGEMENT DEFINITIONS

* DESIGNING A SERVICE-LEARNING COURSE

* SAMPLE AS-L PROJECT

* SAMPLE REFLECTION ACTIVITIES

Community Engagement College Liaisons Committee

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2019-2020 academic year

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Engagement Definitions

- **Community Engagement:** The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.

- **Community-Engaged Teaching/Learning:** A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are experiential-learning courses such as academic service learning, field experience, co-op, internships, co-curricular and independent study.

- **Community-Engaged Research:** A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

- **Community-Engaged Service:** The application of one's professional expertise in collaboration with the community that addresses a community-identified need and supports the goals and mission of the university and the community.

Source: Adapted from Virginia Commonwealth University's "VCU Community Engagement Terms and Definitions" (4/13)

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Levels of Community Engagement

LEVEL	DEFINING ELEMENTS	TEACHING	RESEARCH	SERVICE
CE 1	**Shared decision-making** **Community is a equal participant.**	Curricula are developed with the community. Ex: Co-Ops, Internships	Partners work together collaboratively. Ex: CEnR, CBPR	Community-initiated joint projects Ex: 20th Street Development Project
CE 2	**Community provides guidance.** **Community is an advisor.**	Community partners supervise and guide. Ex: ASL Courses	Community partners provide input. Ex: Center for Caring (CoN)	Community assists FAU in identifying projects. Ex: Broward Design Initiative
CE 3	**FAU is given access to** facilities or participants. **Community is a source.**	Learning locations are identified cooperatively. Ex: Study Abroad	Researchers have access to community resources. Ex: CARD	FAU sponsored events that directly benefit community Ex: Hosting/supporting charitable drives, events Relay for Life
CE 4	**Institution shares** knowledge. **Community is the audience.**	FAU brings courses/ lectures to the community. Ex: Guest Speakers, Lifelong Learning	Research findings are shared with community. Ex: Poster Presentations	FAU welcomes the community. Ex: Concerts, Sporting and Cultural Events.

Designing a Service-Learning Course

Service-learning involves:

- Reforming the role of the teacher or instructor as a *facilitator* of knowledge.

- Ensuring that learning by doing is at the center of discovery.

- Engaging the learner in ongoing critical reflection on what is being experienced for effective learning.

- Ensuring that learners help to direct and shape the learning experiences.

- Ensuring that new knowledge, concepts and skills are linked in meaningful ways to the learner's personal experiences.

Reference: Seifer, S.D., & Connors, K. (Eds.).(2007). *Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education.* Scotts Valley, CA: National Service- Learning Clearinghouse

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Designing a Service-Learning Course

According to Jacoby (2015, p.100), service-learning is particularly effective in courses that are focused on the following outcomes:

- Application of knowledge and concepts in practice in new situations.

- Analyzing, questioning, and reconsidering prior knowledge or beliefs.

- Examining causality.

- Understanding the effects of power and privilege on individuals and society.

- Synthesis and analysis of information to solve complex problems that have multiple solutions.

- Exercise of well-reasoned judgment.

- Communicating with others.

Sample AS-L Project

- Strategic Planning Project
- Field Experiences
- Apps and website development
- Marketing plans and business plan development
- Policy development
- Curriculum planning and implementation in K-12 schools
- Community needs assessment (e.g., focus group, written survey, and informal interviews)

Sample Reflection Activities

- Journal writing

- Free association brainstorming

- Reflective Essays

- Directed Writings

- Directed Readings

- Experiential Research Paper

- Class presentations

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Professional Development

*RELATED PROFESSIONAL ORGANIZATIONS
*WEBINARS

Related Organizations

- National Society for Experiential Education
- Institute for Experiential Learning
- Corporation for National & Community Service
- Campus Compact

Webinars

[Link](#) to website for professional development webinars offered by FAU

Additional Resources

*FACULTY RESOURCE WEBSITE
*SCHOLARSHIP ON ACADEMIC SERVICE-LEARNING

Office of Community Engagement

Faculty: [Homepage](#)

Scholarship: Academic Service-Learning Resources

Bringle, R. G., Phillips, M. A., & Hudson, M. (2004). *The measure of service learning: Research scales to assess student experiences.* Washington, DC: American Psychological Association.

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