

SERVICE-LEARNING

& THE EXPERIENTIAL LEARNING INITIATIVE

Service-learning is a pedagogical model that intentionally integrates academic learning with community service in a credit-bearing course. In the service-learning model, students participate in an authentic service activity which meets goals identified by the community (designed within the framework of a mutually beneficial relationship), and critically reflect on that activity. As a result of their experiences, students gain a deep understanding of course content, a commitment to socially responsible citizenship, and develop skills and understandings needed to contribute to civic well-being.

CORE ELEMENTS



CONTENT

Readings and discussions that prepare students for service and connect service to educational objectives.



AUTHENTIC SERVICE

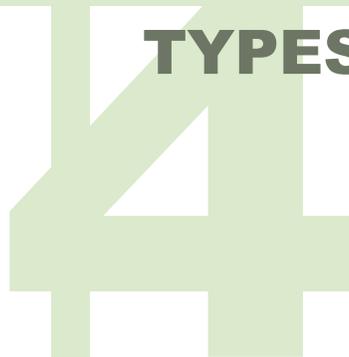
Service must address a significant goal/objective of the community partner.



REFLECTION

Reflection is the element that transforms simple experiences into deep learning. Reflection relates the student's academic and service experience to Christian discipleship and vocation.

TYPES OF SERVICE



DIRECT

INDIRECT

COMMUNITY-BASED RESEARCH

ADVOCACY

Can I use
**SERVICE-LEARNING
PEDAGOGY**
without turning my
course into an ELI?

Yes, absolutely! Service-learning has many benefits. Researchers Astin, Vogelgesang, Ikeda and Yee (2000) found that service participation shows "significant positive effects in academic performance (GPA, writing skills, critical thinking), values (commitment to activism and promoting racial understanding), self-efficacy, leadership, choice of service career and plans to participate in service after college." We encourage and support faculty who choose to use good practices of service-learning pedagogy in their courses, as even five hours of service can make a positive impact on the community and a student's development. Advantages of the ELI; however are that students engage with service over the course of the semester and intentionally make meaning of their service in light of their desired career and vocation.

ELI-SL DESIGNATED COURSES

All students participating in an ELI approved experience must have completed a minimum of 24 credits and can expect to be involved in a minimum of 40 hours of applied, out-of-classroom experiential learning. For a service-learning course this equates to at least 10 hours of content; 20 hours of service and 10 hours of reflection outside of the classroom. Two primary goals of the ELI are meaningful career development and community engagement. These goals are met through a three-part, semester-long assignment, which is common to all ELI experiences.

1

PART I: LEARNING OBJECTIVES

Students design learning objectives at the beginning of their experience to reflect on how the course might impact them personally, professionally, academically and within the larger framework of the community.

2

PART II: OUTCOMES (REFLECTION)

At the conclusion of the course, students will reflect on the outcomes of their learning objectives, using a common reflection prompt.

3

PART III: DELIVERABLE

To ensure that the ELI leads to the stated outcomes of career development and community engagement, students will synthesize their learning from the reflection (part II), into a "deliverable" that is contextualized for an external audience (i.e., future employer, etc.).