Four types of SERVICE-LEARNING syllabi

Service-Learning can be incorporated into the curriculum in the following ways:

ADDITIVE
A service-learning experience functions as a value-added supplement to fulfill course objectives (i.e. extra credit opportunities).

SUBSTITUTIONARY
A service-learning experience is substituted for a course requirement with the assumption that course objectives will be met through an experiential strategy that also meets community goals.

INTEGRATED
A service-learning experience functions as a "text" and is compared and contrasted through the semester with course readings, conversation, and other materials.

PURE
Service-learning experience is the content, objective, and the pedagogy used to fulfill the course requirements

What types of SERVICE-LEARNING can be offered to students?

Service-Learning experiences usually fall into one of the following categories:

DIRECT SERVICE
A service-learning experience where you have direct contact with the individuals or communities being served through a community partner (e.g. Volunteering with Salvation Army to helping a third grader learn about nutrition in a structured afterschool program).

INDIRECT SERVICE
A service-learning experience where your service focuses on building the capacity of a community partner to better serve individuals or communities. (e.g. Developing a communications strategy to recruit volunteers for Special Olympics.)

COMMUNITY-BASED RESEARCH (CBR)
A service-learning approach to research where your methods are intentionally designed to help community partners better understand how to meet community goals and objectives (e.g. Conducting a United Way asset-mapping project under the direction and supervision of a faculty member.)

ADVOCACY
A service-learning experience where you raise awareness about important social, economic and environmental issues (e.g. Organizing a documentary film screening that raises awareness on campus about human trafficking)

What is SERVICE Learning ?

STUDENTS

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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.

WHAT ARE THE MAIN COMPONENTS OF SERVICE-LEARNING

Service-Learning is comprised of three distinctive components:

1. A content component of readings and discussions that prepares the student for service and connects service to educational objectives.

2. A service experience component that addresses a significant goal/objective of the community partner.

3. A designed reflection component that relates the student's academic and service experience to Christian discipleship and vocation.

Service-Learning happens within the context of a mutually beneficial exchange of knowlege and resources with community partners characterized by the following common parameters that flow out of the National Society for Experiential Education's (NSEE) Eight Principles of Good Practice for All Experiential Learning Activities.

1. **INTENTION:** All parties must be clear from the outset why service-learning is the chosen approach

2. **PREPAREDNESS AND PLANNING:** Participants must ensure that they enter the experience with sufficient foundation to support a successful service-learning experience. Service-learning goals should be referred to on a regular basis by all parties involved and plans should be flexible enough to allow for adaptations as the experience unfolds.

3. **AUTHENTICITY:** Service-learning must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that is should be designed in concert with those who will be affected by or use it, or in response to a real situation.

4. **REFLECTION:** Reflection is the element that transforms simple experience into deep learning where knowledge is discovered and internalized. Students will articulate connections between their service experience and their personal/career goals as well as their community engagement.

5. **ORIENTATION AND TRAINING:** For the full value of the service-learning experience to be realized it is essential that students, faculty and community partners be prepared with important background information about each other and about the context and environment in which the experience will operate.

6. **MONITORING AND CONTINUOUS IMPROVEMENT:** Any service-learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. Both in and out of class assessments must demonstrate sufficient flexibility to permit changes in response to feedback from both participating students and the community served.

7. **ASSESSMENT AND EVALUATION:** Assessment is a means to develop and refine the specific service-learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions that suggested it.

8. **ACKNOWLEDGMENT:** Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties involved in the service-learning experience should be included in the recognition of progress and accomplishment.

FOR MORE INFO, CONTACT AGAPECENTER@MESSIAH.EDU

Informal ← Service | Content & Reflection | Credit-Bearing → Formal

Community Service | Service-Learning

= Agape Center Service-Learning Experiences