



## Developing Service Learning at Indian River State College



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*For it is in giving that we receive.*

*-St. Francis of Assisi*

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## **Best Practices in service learning pedagogy and epistemology**

- Integrate service with academics-make it an integral part of course design.
- Ensure that credit is for learning outcomes, not good deeds.
- Define academic outcomes to include all relevant outcomes, including community development and workforce development outcomes.
- Give students latitude in choosing projects and project locations.
- Offer reflection opportunities to deepen learning.
- Find concrete ways to involve the community in the teaching and learning process.



## Implementing Service Learning

- Include service as an expressed goal.
- Clearly describe how the service experience will be measured and what will be measured.
- Describe the nature of the service placement and/or project.
- Specify the roles and responsibilities of students in the place and/or service projects.
- Define the needs the service placement meets.
- Specify how students will be expected to demonstrate what they have learned in the placement/project (journal, papers, and presentations).
- Present course assignments that link the placement and course content.
- Include a description of the reflective process.
- Include a description of the expectations for the public dissemination of students' work.



*The value of a man resides in what he gives and not in what he is capable of receiving.*

*–Albert Einstein*

## Links for Sample Syllabi

- <http://www.compact.org/category/syllabi/> (list of subjects)
- <http://www.compact.org/syllabi/developmental-psychology/16725/>  
(Developmental Psychology from Fairfield University)
- <http://www.compact.org/syllabi/ethics/contemporary-moral-issues/4114/>  
(Contemporary Moral Issues from Merrimack College)
- <http://www.compact.org/syllabi/english/living-on-spaceship-earth-environmental-issues-and-their-literary-portrayals/4050/>  
(First Year Learning Community K: Living on Spaceship Earth : Environmental Issues and Their Literary Portrayals. From Wagner College, an interdisciplinary SL course)
- <http://www.compact.org/syllabi/ethnic-studies/multicultural-issues-in-urban-affairs/4112/>  
(Multicultural Issues in Urban Affairs from Cornell University, an interdisciplinary course)
- <http://www.compact.org/syllabi/math/an-introduction-to-mathematical-ideas/3983/> (An Introduction to Mathematical Ideas from Union County College)

## Steps in Course Design

- Decide whether service will be optional or required (IRSC is encouraging required, embedded academic service learning)
- Define service learning in your syllabus (there are many definitions available) and its relevance to the course
- Decide on number of hours students will serve (service can be direct and/or indirect)(Recommend no less than 15 hours in a 3 credit course)
- Decide on percentage of grade for service
- Determine evaluation tools for service (ex. Journal, essay, speech, presentation, tangible project/product)
- Identify service partners that are applicable to your course area (IRSC has 20 community partners currently)
- Decide on the type of service (but let students have lead in this)/Class project, class product, individual or group projects/products
- Communicate with the agency (service partners) to establish guidelines for project/product/students
- Document Service (can create a form for your course or use Noble Hour - aka Sweat Monkey, an online service learning tracking tool)
- Include debriefing opportunities throughout the course to discuss service projects/products, problems, highlights, (can be done online or in class)
- Include a reflection component with clear specific goals (intellectual, civic, ethical, cross cultural, career related, etc)



## Faculty and Service Learning

Here are some model programs and documents that other colleges and universities are using to institutionalize service learning

- <http://www.compact.org/category/program-models/>
- <http://www.compact.org/program-models/program-models-institutional-support-for-students/fulfilling-general-education-requirements-through-service/1521/>  
(From Brevard Community College-Fulfilling General Education Requirements through Service).
- <http://www.compact.org/program-models/program-models-awards-and-recognition/citizen-scholars-program/1516/>  
(From Brevard Community College-Citizen Scholars Program -would be a great idea for our Honors Program)
- <http://www.compact.org/advancedtoolkit/pdf/utah.pdf>  
(From University of Utah-Evaluating Service-Learning as a Component of Teaching and Tenure Process)
- <http://www.compact.org/advancedtoolkit/pdf/illinois.pdf>(from the University of Illinois-A Faculty Guide for Relating Continuing Education and Public Service to the Promotion and Tenure Review Process)
- The opportunity to research and publish in SL is abundant!

## Websites & Resources

- [www.aacu.org](http://www.aacu.org) Association of American Colleges and Universities website. Contains excellent resources on Civic Engagement, Assessment and Project Kaleidoscope (a program instituted in 1989 to build and sustain STEM projects in undergraduate programs)
- [www.floridacompact.org](http://www.floridacompact.org)
- [http://www.learnandserve.gov/for\\_organizations/ta/index.asp](http://www.learnandserve.gov/for_organizations/ta/index.asp)
- **“Looking In, Reaching Out”**  
[https://www.e2e-store.com/compact/compact-product.cgi?category\\_id=10&product\\_id=149](https://www.e2e-store.com/compact/compact-product.cgi?category_id=10&product_id=149)
- **Fundamentals of Service-Learning Course Construction**  
[https://www.e2e-store.com/compact/compact-product.cgi?category\\_id=10&product\\_id=137](https://www.e2e-store.com/compact/compact-product.cgi?category_id=10&product_id=137)
- Michigan Journal of Community Service Learning, Summer 2001. **“Service-Learning Course Design Workbook.”**  
<http://ginsberg.umich.edu/mjcsl/item/9>  
Presentation by Ryan Rogers, Florida Campus Compact  
“Symposium for Service”
- <http://prezi.com/ookecwmbztr/a-snap-shot-of-service-learning-and-its-connection-to-student-success/>

