

Service-Learning Starter Kit

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What is Service-Learning?

“Service Learning is credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and [students] reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.”

What Benefits are Possible with Service-Learning?

- ✓ Encourages development of empathy, values, awareness, and faith
- ✓ Promotes active learning thru hands on experience and academic application
- ✓ Fosters civic and community responsibility
- ✓ Meets the needs of a community

Where Do I Start?

1. Consider the courses you teach and determine how community service might enhance learning for your students.
 - Is there a concept or skill your students might learn better through experience?
 - How can service-learning enhance what I am currently doing in the classroom?
2. Discuss with others opportunities for service-learning.
 - Visit or call the Jacobsen Center for ideas and help. The Center has many resources that may help you in your efforts.
 - Talk with BYU (or other college) faculty members currently using service-learning.
3. While considering your goals, choose a service option.
 - Will this form of service-learning accomplish the goals you have for yourself, your students, and the community?
 - Keep in mind the basic guidelines provided by the Jacobsen Center on the following page.

4. Prepare by altering your course description and syllabus.
 - Tie classroom learning directly to the lessons learned in the service.
 - Make commitments to the organizations involved.
 - Register your class for the service-learning designation through the Jacobsen Center.
5. Implement your plan according to the basic guidelines for service-learning.
 - Work with students to develop specific service-learning goals.
 - Teach your students how to glean knowledge from service experiences.
6. Evaluate your service-learning outcomes.
 - Compare your goals to your outcome.
 - Is this form of service benefitting my students? How can I increase the learning my students are receiving from their experiences?

Basic Guidelines for Service Learning

5 Critical Elements for Effective Community Service

Community Voice

The opinions and needs of the community must be included in the development of community service programs.

Orientation and Training

Students need information regarding their responsibilities and they need knowledge of the organization they will be serving.

Meaningful Action

Service should fulfill tasks that are necessary and valuable. Students and faculty should feel accomplishment in the service provided.

Reflection

Following service, the students and the teacher should reflect on the experiences and lessons they have learned.

Evaluation

Evaluation measures the impact of the activity in the community, and measures the learning experience of students. Evaluation gives direction for improvement, growth, and change.

Visit the Jacobsen Center Online for valuable resources and links:

www.byu.edu/jacobsencenter

Service Learning definition adapted from: Robert Bringle and Julie Hatcher, “A Service Learning Curriculum for Faculty,” *The Michigan Journal of Community Service-Learning*, Fall 1995, pp. 112-122.

Header quote adapted from: Thomas Ehrlich, in: Barbara Jacoby and Associates. *Service-Learning in Higher Education: Concepts and Practices*. San Francisco, CA: Jossey-Bass, 1996.