

# AN INTRODUCTION TO COMMUNITY-BASED LEARNING

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# Part I: Overview of Community-Based Learning

A. Defining CBL

B. Differentiating CBL from other forms of  
Experiential Education

C. History of CBL

# Defining CBL

- ◆ Nationally, there is wide variation in how the term CBL is used. Some institutions may include anything that involves off-campus, academic learning under the umbrella of CBL. Others define CBL more narrowly to include only service learning activities.
- ◆ CBL and service learning are often considered interchangeable in professional and academic writing. Service learning is the term used more frequently in widely-cited research studies because it pre-dates the existence of the term CBL. Please keep this in mind while reading study results presented in this Power Point.
- ◆ At Holy Cross, CBL has been implemented primarily in a manner synonymous with SL, but has also included some community based research, internships, practica, field work, etc.
- ◆ Jesuit schools more frequently use the language of “service learning.”
- ◆ Many of our non-Jesuit peer institutions (i.e., Amherst, Bates, Bowdoin, Oberlin, Smith, Mt. Holyoke) use the term CBL .

# CBL at Holy Cross is defined in the following manner:

Community-based learning (CBL) is a teaching approach that connects classroom learning objectives with civic engagement. Civic engagement occurs through service that meets community-identified needs or through research and experience that holds promise of social or scientific value to the community. In this mutually beneficial process, students are able to gain a deeper understanding of course content by integrating theory with practice, while communities gain access to volunteers, resources, and the wide-ranging research and scholarly expertise housed in the College's many disciplinary departments.

Consistent with the Holy Cross tradition of preparing students for a lifetime of learning and moral citizenship, CBL students at Holy Cross are invited to reflect upon moral and ethical questions of social responsibility while considering how to live purposefully in a manner that enables one's unique gifts to positively contribute to society.

## Themes incorporated into the Holy Cross definition:

- ◆ Integration of theory with practice
- ◆ Pedagogical strategy
- ◆ Reciprocal partnerships that simultaneously meet community needs and course learning goals
- ◆ Critical reflection
- ◆ Includes service, community-based research, and experiences of potential value to the community
- ◆ Language consistent with widely-adopted best practices

# How is CBL different from community service?

- ◆ Community service is not explicitly or formally linked to academics.
- ◆ Community service does not typically emphasize integration of theory and practice.
- ◆ Community service is not a pedagogical strategy.
- ◆ Community service does not usually emphasize reciprocity in partnerships (Focus is on needs of the service site not the learning goals of the student).
- ◆ Critical Reflection may or may not occur after service experience.
- ◆ However, service experiences that include reflection and learning goals (even if outside a classroom) are sometimes legitimately named “service learning.”
- ◆ **COMMON MISCONCEPTION:**  
*CBL class = a class + some community service*

# How is CBL Different from Other Forms of Experiential Education at Holy Cross?

- ◆ The activities of CBL and other field-based learning experiences can be identical--especially if they are in a non-profit or governmental setting.
- ◆ All forms of experiential education use a pedagogical strategy that combines experience with learning goals.
- ◆ All forms of experiential education have the potential to be of mutual benefit to students and communities.
- ◆ The difference is the emphasis:
  - ◆ The learning goals of CBL are focused on academic content and civic engagement, not professional development.
  - ◆ Reflection activities are emphasized as a central means to achieve learning goals in CBL.
  - ◆ The reciprocal nature of the partnerships is central to CBL.

# Types of Experiential Education





# History of SL and CBL in Higher Education

- ◆ 1966: Term “service-learning” used to describe a project linking Tennessee universities with community development organizations
- ◆ 1970: Boston College’s PULSE Program founded
- ◆ 1985: Campus Compact founded by presidents of Brown, Georgetown, Stanford, and the Education Commission of the States to promote and support campus-based civic engagement efforts
- ◆ 1989: Wingspread Principles of Good Practice in Service Learning written (further refined by Dr. Jeff Howard in 1993 and 2001)
- ◆ 1993: Learn & Serve America is created as part of the Corporation for National & Community Service. Leads to widespread establishment of campus service learning offices/centers

- ◆ 1994: The Michigan Journal of Community Service Learning founded
- ◆ 1997: Campus Compact VISTA program established
- ◆ 2001: First international conference on service learning
- ◆ 2001: Donelan Office of CBL established at Holy Cross
- ◆ 2005: The International Association for Research on Service-Learning and Community Engagement (IARSLCE) founded
- ◆ Late 1990s-present: New terms and concepts begin to emerge in addition to service learning (*e.g., community-based learning, community engagement, civic engagement, education for active citizenship*)
- ◆ Campus Compact now includes 1,200 members

## Part II:

# Why CBL at Holy Cross?

- A. Challenges in Using CBL
- B. Learning/Developmental Theory
- C. Research on Service Learning/CBL
- D. Holy Cross Mission and Students

# Challenges in Using CBL

- ◆ It's more work with no additional compensation.
- ◆ There's risk associated with loss of control.
- ◆ Lack of confidence in utilizing a new pedagogy
- ◆ Uncertainty about how to integrate into course
- ◆ Taking time away from covering course content
- ◆ Fear that it could negatively impact tenure because of time away from research and/or negative impact on course evaluations.

# Overcoming the Challenges

- ◆ The Donelan Office exists to minimize these challenges as much as possible by:
  - ◆ Supporting you so you can build confidence with the method
  - ◆ Minimizing time involved with developing and conducting a CBL course by gathering resources, conducting workshops and one-on-one consulting, providing sample syllabi in a variety of disciplines, connecting your students with high quality community partnerships, and providing CBL Scholars to support you and facilitate reflection sessions.
- ◆ Theory and research support the notion that it is worth overcoming the barriers because of the benefits to students, communities, and classroom learning environments.

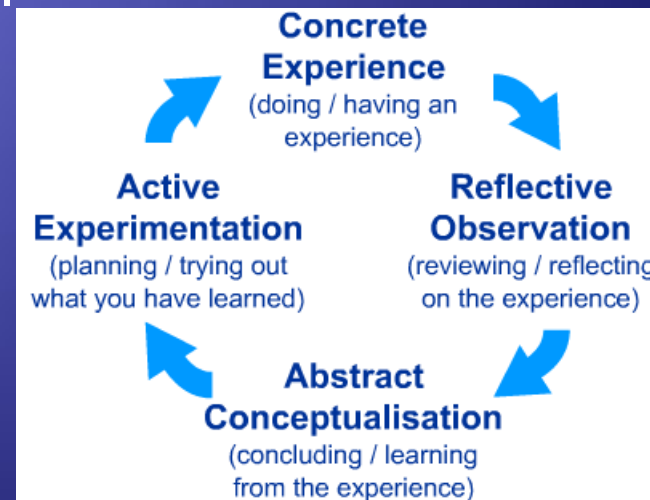
- ♦ The courage to take pedagogical risks is often looked upon favorably in the tenure process at Holy Cross.
  - ♦ *"The College respects faculty members who seek to engage their students in ways that are new and exciting and challenging—to them (the faculty) as well as to the students! This is true whether the innovation involves the use of "clickers" in a physics lecture, the introduction of live chat sessions with students at a Russian university via Skype, an opportunity to mount their own exhibition at the Worcester Art Museum, ... or a community-based learning activity. When a new initiative does not go well -- and all challenging initiatives must be capable of missing their targets -- this may result in the need to talk about the whole experience as part of mounting one's "case" for tenure. What was one trying to do? What did one learn about CBL and its nuances? What would one do differently next time? But this is all a chance to demonstrate one's commitment to teaching and one's self-awareness as a teacher. That is basically all good."* -Dean Timothy Austin
- ♦ The Holy Cross mission and student interest are consistent with CBL.

# Learning/Developmental Theory

- ◆ Based upon research, George Kuh, the developer of the National Survey for Student Engagement (NSSE), consistently promotes CBL/service learning as among the highest impact educational practices on student engagement and student success.
- ◆ Theories from Kolb, Sanford, student development, and Ibarra help explain why.



- ◆ David Kolb's (1981) Learning Model suggests that effective learning takes place when students are able to complete a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation as illustrated below. Traditional courses focus solely on the abstract conceptualization (theorizing) aspect of the model without placing the theory within context. Thus, traditional courses prevent the possibility for students to learn from experience and apply theory to experience.
- ◆ "Immediate concrete [affective] experience is the basis for observations and reflection. An individual uses these observations to build an idea, generalization or 'theory' from which new implications for action can be deduced. The implications or hypotheses then serve as guides in acting to create new experiences" (Kolb, 1981, p. 235).





- ◆ Love and Guthrie (1999) argue that each of the major cognitive development theories (Baxter Magdala, Belenky et al, King & Kitchener, and Perry) includes what they label the “Great Accommodation.” This is the point of largest change in cognitive development and occurs when an individual transitions from viewing the world as comprehensible to seeing the world as complex and unknowable.
- ◆ Major student development theories (Chickering and Reisser, 1993; Sanford, 1962) also point toward the role that encountering difference and facing disequilibrium can play in facilitating significant personal development for undergraduates.
- ◆ Sanford discusses the need for a proper balance between challenge and support for healthy development to occur (this concept will be further developed later).

- ◆ Ibarra (2001) argues that, depending upon cultural background and gender, students have varying needs of context and collaboration for effective learning to occur.
- ◆ “Dewey was aware that the intellect cannot be separated from the heart...learning needs to be “wholehearted,” tying feeling to intellect...caring leads to the need to know” (Eyler & Giles, 1999, p. 84).
- ◆ Thus, according to theory, CBL is a high impact practice because it:
  - ◆ Enables students to learn in a variety of modalities
  - ◆ Enables the possibility for cognitive dissonance/disequilibrium to occur in a setting where students can receive support from faculty, peers, and course content
  - ◆ Resonates with the learning style of students from a variety of cultural backgrounds

# Research on CBL/SL Outcomes

- ◆ In 2001, researchers at Vanderbilt University (Eyler, Giles, Stenson, & Gray) conducted a thorough literature review to summarize the findings from CBL/service learning research. Studies have consistently found CBL/service learning positively impacts or has a positive relationship to:
  - ◆ Academic learning as reported by students and faculty
  - ◆ Academic outcomes such as complexity of understanding, problem analysis, critical thinking, and cognitive development.
  - ◆ Students' ability to apply what they have learned in the "real world"

- ◆ Personal development such as sense of personal efficacy, personal identity, spiritual growth, and moral development
- ◆ Interpersonal development and communication skills
- ◆ Reducing stereotypes and facilitating cultural and racial understanding
- ◆ Sense of social responsibility and citizenship skills
- ◆ Likelihood of graduating
- ◆ Career development
- ◆ Relationships with faculty and satisfaction with the college/university

- ◆ “Learning begins with curiosity, with wanting to know. As we saw in our survey...students often find the link between learning and doing to be a powerful source of motivation and they recognize the role of service [community engagement] in producing a passion to learn more...this passion for the experience also spills over into the classroom, producing higher levels of engagement in the subject.” (Eyler & Giles, 1999, p. 85).

# Holy Cross Mission & Students

- ◆ In 2000, Fr. Kolvenbach, the Superior General of the Society of Jesus, outlined a vision for Jesuit higher education stating,
  - ◆ *"Our universities also boast a splendid variety of in-service programs, outreach programs, insertion programs, off-campus contacts, and hands-on courses. These should not be too optional or peripheral, but at the core of every Jesuit university's program of studies.... Every discipline, beyond its necessary specialization, must engage with human society, human life, and the environment in appropriate ways, cultivating moral concern about how people ought to live together."*
  - ◆ *"We must .. 'educate the whole person of solidarity for the real world.' Solidarity is learned through 'contact' rather than through 'concepts,' ... When the heart is touched by direct experience, the mind may be challenged to change. Personal involvement with innocent suffering, with the injustice others suffer, is the catalyst for solidarity which then gives rise to intellectual inquiry and moral reflection. Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively."*

- ◆ Excerpts from the Holy Cross mission statement , “To participate in the life of Holy Cross is to accept an invitation to join in dialogue about basic human questions: ...What are our obligations to one another? What is our special responsibility to the world's poor and powerless?...lead all its members to make the best of their own talents, to work together, to be sensitive to one another, to serve others, and to seek justice within and beyond the Holy Cross community.”
- ◆ Our students demonstrate an exceptional commitment to service. Crawford Sullivan, Bryant Ludden, & Singleton (forthcoming) report that 96% of the Holy Cross seniors in their study had volunteered in college (including social service to the surrounding community, religious service, social justice programs, and service to the campus) . This compares with a national average of 60% reported by NSSE.



- ◆ Consistent with student interest, the mission of Holy Cross, and the vision of Jesuit higher education outlined by Fr. Kolvenbach, CBL offers students the possibility to engage in the “gritty reality of the world” in order to meaningfully reflect upon the question of what responsibility each of us has towards creating a more just society and how each of us can use our individual gifts and talents to contribute toward this aim.



# Part III: What are the Components of a Good CBL Experience?

- A. Sanford's Theory of Challenge and Support
- B. Challenges through Cognitive Dissonance
- C. Support through:
  - Relationships
  - Application of Service to Course
  - Reflection
- D. Principles of Good Practice

# Sanford's Challenge & Support

- ◆ Sanford (1962; 1967; 1968) proposed that as a result of facing challenging stimuli, one seeks to reduce the tension associated with disequilibrium by using coping strategies and responses that have been successful in the past. However, some stimuli are so challenging that prior strategies and responses are ineffective. Because former modes of response will not suffice in the face of this new challenging stimulus, the person is required to innovate and respond in a new manner. It is in this innovative process of developing a new response that Sanford argues the possibility for growth occurs.
- ◆ Sanford also argues that it is necessary to balance challenge and support throughout this difficult process of development. Too much challenge can hinder the possibility for growth because: a) a student may react defensively and resist change or b) a student may face such excessive strain that it leads to mental health problems (Sanford, 1966, p. 45). To counter these possibilities, Sanford believes it is crucial to offer a student the appropriate level of support when challenges become overwhelming.

- ◆ Thus, according to Sanford, optimal student development occurs when there is an appropriate mix of challenge and support. That is, as a student faces cognitive dissonance resulting from exposure to challenging stimuli, it is important to support the student in the process of assimilating new ways of thinking. Without enough challenge, students do not have the impetus to grow. Without enough support, students won't be able to effectively move through the difficult process of growth.

# Challenges through Cognitive Dissonance

- ◆ CBL offers the possibility for cognitive dissonance/disequilibrium to occur in a manner that can stimulate growth as outlined by Sanford (as well as other developmental theorists) through:
  - ◆ Exposure to diverse perspectives/experiences that do not fit with prior perspectives/experiences.
  - ◆ Learning that social problems are more complex than they might have previously appeared and that there are no easy solutions to these problems (aka the “Great Accommodation”)
  - ◆ Relationships built with those experiencing unfair human suffering at the placement site.
  - ◆ Being asked to reflect critically in a manner that pushes “students to explore the assumptions that underlie their own perceptions and the way that society is organized” (Eyler & Giles, 1999, p. 198).

- ◆ Research has found that community-based learning is a more effective pedagogy (in terms of achieving desired student developmental outcomes) when students are engaged in the community for more than 15-20 hours throughout the duration of the course (Mabry, 1998; Gray et al., 1998, 1999). This is likely related to the possibility for challenge to occur.

# Support through Relationships

- ◆ Numerous studies have found that supportive relationships play a key role in high quality community-based learning experiences (Astin et al., 2000; Eyler & Giles, 1999; Hatcher et al. , 2004 ; Kiely, 2005; Radecke, 2007) .
- ◆ Caring relationships with faculty, peers, and/or those at community sites can be a significant source of support as students face challenges associated with CBL.
- ◆ Astin et al. (2000) conducted a comprehensive investigation of how service learning affects students by collecting longitudinal data from 22,236 undergraduates. The researchers found that discussing service with peers and “emotional” faculty support “account for more of the effects of service on the dependent measures than do other mediating activities....What is particularly interesting is that it is discussion with other students that most strongly mediates the effect of service on these outcomes. In other words, the opportunity to “process” the service experience with other students appears to be a powerful component of both community service and service learning (p. 33).



# Support through Integration of CBL Experience and Course Material

- ◆ The application of the community engagement experience to course material can serve as a form of support in that it provides frameworks through which students can process and make sense of what they are experiencing in CBL. Course material can provide insights that help students construct new ways of knowing.
- ◆ Additionally, studies have found that applying community experiences to course content is key to achieving desired learning and developmental outcomes (Astin, et al., 2000; Eyler et al., 2001; Eyler & Giles, 1999; Fenzel & Peyrot, 2005 )

# Support through Reflection

- ◆ Reflection is a means through which relationships can be built, application of community experience to course material can occur, and through which students can process the challenges they are facing.
- ◆ Eyler (2002) believes that reflection on the community-based learning experience is “the process by which individuals develop the capacity to understand and resolve complexity” (p. 522) and that there needs to be continual opportunities for student observations to be “processed, challenged, and connected with other information” (p. 526).
- ◆ Reflection takes many forms with the most prominent being discussions with other students, discussions with faculty, journal writing, and reflective papers (Gray et al., 1998).
- ◆ The quality of reflection in CBL can vary tremendously and the quality level can have an impact on the student development that occurs (Ash & Clayton, 2004; Eyler & Giles, 1999; Eyler, 2002; Gray et al., 1998; Hatcher & Bringle, 1997; Hatcher et al., 2004).



# Conducting High Quality Reflection

- ◆ Eyler, Giles, and Schmiede's (1996) "4 C's" of Reflection:
  - ◆ **Continuous:** reflection activities are undertaken throughout the CBL course, rather than intermittently.
  - ◆ **Connected:** reflection efforts are structured and directly related to the learning objectives.
  - ◆ **Challenging:** reflection efforts set high expectations, demand high quality student effort, and facilitate instructor feedback that stimulates further student learning.
  - ◆ **Contextualized:** reflection activities are appropriate to the particular course, and commensurate with and complementary to the level and type of other course learning activities (cited in Howard, 2001, p. 20).
- ◆ Hatcher and Bringle (1997) suggest that reflection should:
  - ◆ Link CBL experiences to course learning objectives through journals, directed writing, and class discussions;
  - ◆ Have guidance that includes clear expectations and criteria for evaluation;
  - ◆ Occur at least once a week
  - ◆ Include feedback and assessment of student understanding of how course material connects to service;
  - ◆ Include the opportunity for students to clarify values in light of service experiences.

# Principles of Good Practice

(Howard 1993, 2001)

- ◆ Principle 1: Academic credit is for learning, not for service.
- ◆ Principle 2: Do not compromise academic rigor.
- ◆ Principle 3: Establish learning objectives.
- ◆ Principle 4: Establish criteria for the selection of community service placements.

- ◆ **Principle 5: Provide educationally-sound learning strategies to harvest community learning and realize course learning objectives.**

- ◆ “To make certain that service does not underachieve in its role as an instrument of learning, careful thought must be given to learning activities that encourage the integration of experiential and academic learning. These activities include classroom discussions, presentations, and journal and paper assignments that support analysis of service experiences in the context of the course academic and civic learning objectives. Of course, clarity about course learning objectives is a prerequisite for identifying educationally-sound learning strategies” (Howard, 2001, p. 17).

- ◆ **Principle 6: Prepare students for learning from the community.**

- ◆ For example, instruction on participant-observation skills or distribution of prior student written work as models of observation.

- ◆ **Principle 7: Minimize the distinction between the student's community learning role and the classroom learning role.**
- ◆ **Principle 8: Rethink the faculty instructional role.**
  - ◆ Faculty member as facilitator and coach rather than disseminator of information
- ◆ **Principle 9: Be prepared for variation in, and some loss of control with, student learning outcomes.**
- ◆ **Principle 10: Maximize the community responsibility orientation of the course.**
  - ◆ Encourage a communal rather than individual learning orientation to build commitment to community and civic duty. "Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning" (Howard, 2001, p. 19).

# Part IV: Examples of CBL Activities and Classes

- ◆ **Art, CSU Monterey Bay**  
*Large-Scale Digital Mural*

“In this course students research public art, collect images, relevant readings and materials pertaining to public art in the community to assist them as they develop a digital mural/public art project....After completing several digital images students create one large final, digital work that seeks to inform the public about a relevant issue or community concern (Heffernan, 2001, p. 89).

- ◆ **Environmental Science, CSU Monterey Bay,**  
*Watershed Restoration in the Schools and Community*

“This course asks students to share the relevance and importance of their environmental science knowledge. Assignments involve implementing projects or teaching course-related topics at local schools: landscaping a native plant garden, designing a nature trail, or coordinating an Earth Day event” (Heffernan, 2001, p. 86).

- ◆ **Computer Science, San Francisco State University**  
*Web Site Design and Management*  
“Students design and build fully functioning websites for a non-profit organization” (Heffernan, 2001, p. 95).
- ◆ **Political Science, Syracuse University**  
*Practicum in Public Policy*  
“Students work in a government or non-profit organization in an effort to gain an understanding of public policy processes as they relate to the government and non-profit sector....Students complete an agency mission paper in which students comment on their agency’s mission and purpose, goals, activities, funding and sources and its “customers”—and a final project, in which the student identifies an area of financial need and develops a lobbying strategy to access funds from state or local government.



- ◆ **Biology, Kapiolani Community College,**  
*Microbiology*

“You may receive credit for performing a community service project that reinforces and applies some of the principles of microbiology you are learning in this course... Suitable service learning projects can be chosen by first discussing your interests and ideas with me or by discussing your interests with the counselors at the Service Learning Office and looking over their listing of placement opportunities. HIV/AIDS prevention and education as well support for people infected with HIV and opportunistic pathogens are obvious areas of service for students in this class and there are several opportunities available with agencies that work in these areas. There are also teaching and tutoring opportunities for high school and intermediate school students about infectious disease and HIV as well as other aspects of microbiology.” Retrieved from

<http://www.compact.org/syllabi/biology/microbiology-130/4167/>

- ◆ **Economics, Lehigh University**  
*Regional Economic Development Practicum*

“Student responsibilities include documenting the extent to which women living in the inner city of Allentown are limited in their search for employment by the current configuration of bus routes. The study team meets with LANTA planners to identify the ways in which routes could be changed or new services developed to enhance the possibility of successful transitions from welfare to work” (Heffernan, 2001, p. 97).



- ◆ **English/Philosophy, Boston College**  
*Telling Truths II: Depth Writing as Service*

This class “will enable students to produce a portfolio of writings that engage a serious social concern... Students early on will identify an issue they wish to pursue in depth through the course of the semester. At the same time, they will select a genre they want to develop and to work in: non-fiction, fiction, journalism or poetry. (Students may expand on an issue that has affected them personally, or one which they have observed in service work).” Retrieved from:

<http://www.bc.edu/content/bc/schools/cas/pulse/courses.html>

# Part V: Additional Reading

## Available at Holy Cross or on the Web

- A. Overview of CBL/Course Development
- B. Developing Syllabi
- C. Discipline-Specific Resources
- D. Preparing Students to Learn  
from Service
- E. Conducting Reflection
- F. Community Engaged Scholarship

# Overview of CBL/Course Development

Avila-Linn, C., Rice, K., & Akin, S. ( 2012). *Designing community-based courses*. Berkeley, CA: Cal Corps Public Service Center. Retrieved from <http://publicservice.berkeley.edu/faculty/handbook>

This resource includes sections on : engaged public scholarship, building campus-community partnerships, developing engaged scholarship courses, supporting student engagement with the community, deepening the learning with reflection, and developing evaluation and assessment for engaged scholarship.

Campus Compact. ( 2000). *Introduction to service-learning toolkit: Readings and resources for faculty*. Providence, RI: Campus Compact.

This toolkit, available in the Donelan Office, includes articles about: definitions and principles, theory, pedagogy, community partnerships, reflection, academic culture, student development, assessment, model programs, redesigning curriculum, promotion & tenure, and recommended resources.

Campus Compact

The Campus Compact website includes a number of useful links for CBL course development at: <http://www.compact.org/category/resources/service-learning-resources/>

Howard, J. (2001, Summer). Service-learning course design workbook. *Michigan Journal of Community Service Learning Companion Volume*.

This workbook, available in the Donelan Office, includes sections on: clarifying the conceptualization, foundational resources, relevant and meaningful service with the community, enhanced academic learning, purposeful civic learning, final thoughts, and further resources.

Howard, J. (1993). Community service learning in the curriculum. In J. Howard (Ed.), *Praxis I: A Faculty Casebook on Community Service Learning* (3-12). Ann Arbor, MI: The OCSL Press.

This chapter, available in the Donelan Office, offers an overview of service learning, what distinguishes it from community service, and what the benefits of SL are. It also outlines principles of good practice that Howard has compiled from a number of sources and his own experience.

Kendall, J. & Associates (1986). Strengthening experiential education within your institution. Raleigh, NC: National Society for Experiential Education.

This guidebook is available on the NSEE website: <https://nsee.memberclicks.net/assets/docs/strengthening.pdf> It includes a chapter about ensuring quality in experiential education.

# Developing Syllabi

Campus Compact has a database of syllabi from a variety of disciplines at: <http://www.compact.org/category/syllabi/>. The National Service-Learning Clearinghouse has a similar database of syllabi and project ideas at: <http://www.servicelearning.org/slice>

Heffernan, K. (2001). *Fundamentals of service-learning course construction*. Providence, RI: Campus Compact.

This book, available in the Donelan Office, includes guidelines on developing syllabi with numerous examples of syllabi that meet these guidelines.

Seifer, S.D. & Connors, K. (2007). *Faculty toolkit for service-learning in higher education*. Learn and Serve America's National Service-learning Clearinghouse. Retrieved from [http://www.servicelearning.org/filemanager/download/HE\\_toolkit\\_with\\_worksheets.pdf](http://www.servicelearning.org/filemanager/download/HE_toolkit_with_worksheets.pdf)

Pages 69-84 offer helpful guidelines on developing syllabi.

# Discipline-Specific Resources

Fallon, A. *Community-based learning and the work of literature*. Bolton, MA: Anker Publishing. (Available in Dinand Library LC1036.5 .C65 2007)

Hadlock, C. (2005). *Mathematics in service to the community: Concepts and models for service-learning in the mathematical sciences*. Washington, D.C.: Mathematical Association of America. (Available in Dinand Library LC220.5M38).

Harkavy, I. & Donovan, B. (2000). *Connecting past and present: Concepts and models for service-learning in history*. Washington, D.C.: American Association of Higher Education. (Available in Dinand D16.2.C725)

National Service -Learning Clearinghouse Discipline-Specific Resources  
[http://www.servicelearning.org/instant\\_info/fact\\_sheets/he\\_facts/discipline/](http://www.servicelearning.org/instant_info/fact_sheets/he_facts/discipline/)



# Preparing Students to Learn through Community Engagement

Menlo, A. (1993). Preparing students to learn from the experience of community service. In J. Howard (Ed.), *Praxis I: A Faculty Casebook on Community Service Learning* (13-24). Ann Arbor, MI: The OCSL Press.

This book chapter, available in the Donelan Office, discusses how to prepare students to approach community engagement in a manner that will maximize potential for student learning. Specifically discusses reflective listening, seeking feedback, acuity in observation, and mindfulness in thinking.



# Conducting Reflection

Ash, S.L., & Clayton, P.H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative Higher Education*, 29 (2).

This article, which can be retrieved from:

<http://www.springerlink.com/content/g7mx48ogj3o43781/fulltext.pdf?MUD=MP>, describes a service learning reflection model that includes three phases: description of the experience, analysis, and articulation of learning outcomes.

Campus Compact (2001). *Service-learning: Using structured reflection to enhance learning from service*. Retrieved from <http://www.compact.org/disciplines/reflection/>

Eyler, J. (2002). Reflection: Linking service and learning-linking students and communities. *Journal of Social Issues*, 58 (3), 517-534.

This article, available electronically through the Holy Cross library, analyzes how reflection can be structured in a manner that best integrates community engagement experiences with academic content and utilizes knowledge about how learning occurs from Dewey, Kolb, Schon, and Piaget. Eyler offers specific suggestions on the types of reflection activities that can occur before, during, and after the service experience.

Hatcher, J.A., & Bringle, R.G. (1997). Reflections: Bridging the gap between service and learning. *College Teaching*, 45 (4), 153-158.

This article, available electronically through the Holy Cross library, offers guidelines on developing effective service learning reflection activities. They suggest that reflection should link service experiences to course learning objectives through journals, directed writing, and class discussions; have guidance that includes clear expectations and criteria for evaluation; occur at least once a week; include feedback and assessment of student understanding of how course material connects to service; and include the opportunity for students to clarify values in light of service experiences.

Hatcher, J.A., Bringle, R.G., & Muthiah, R. (2004). Designing effective reflection: What matters to service-learning? *Michigan Journal of Community Service Learning*, 11(1), 38-46 . Retrieved from <http://ginsberg.umich.edu/mjcs/>

In this study, students were asked to rate the quality of reflection experiences in terms of structure (clear directions and guidelines), regularity (measured in terms of hours per week and total written pages of reflection), and the opportunity reflection provided for exploration and clarification of personal values. Study findings indicated that there is a correlation between each of these aspects of reflection and the perceived quality of the learning environment and that the nature of the reflection is more important than the quantity of the reflection.

Heffernan, K. (2001). *Fundamentals of service-learning course construction*. Providence, RI: Campus Compact.

This book, available in the Donelan Office, offers sample syllabi that include examples of reflection activities.

Reed, J. & Koliba, C. (1995). *Facilitating reflection: A manual for leaders and educators*. [http://www.uvm.edu/~dewey/reflection\\_manual/](http://www.uvm.edu/~dewey/reflection_manual/)

This manual includes specific details and guidelines on understanding reflection, facilitating reflection, forms of reflection, and reflection activities.

# Community Engaged /SL Scholarship

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.

This special report prepared for the Carnegie Foundation for the Advancement of Teaching and available in the Donelan Office, argues for a new paradigm in faculty reward structures that values the scholarship of discovery, the scholarship of integration, the scholarship of teaching, and the scholarship of teaching.

Boyer, E. (1996). The scholarship of engagement. *The Journal of Public Service and Outreach*, 1 (1), 11-20.

This article, available in the Donelan Office, argues for the importance of community based scholarship.

Campus Compact's website includes a database about how specific higher education institutions have incorporated community based learning/scholarship into faculty reward structures at:  
<http://www.compact.org/advancedtoolkit/faculty.html>

Eyler, J., Giles, D., Jr., Stenson, C., & Gray, C. (2001). *At a glance: What we know about the effects of service-learning on college students, faculty, institutions and communities, 1993-2000* (3rd ed.). Corporation for National Service. Retrieved from <http://servicelearning.org/filemanager/download/aag.pdf>

*Journal of Community Engagement and Scholarship* Retrieved from <http://jces.ua.edu/>

The mission of this journal is to provide “a mechanism through which faculty, staff, and students of academic institutions and their community partners disseminate scholarly works from all academic disciplines with the goal of integrating teaching, research, and community engagement.”

*Journal of Higher Education Outreach and Engagement*

Retrieved from <http://openjournals.libs.uga.edu/index.php/jheoe>

“The mission of the *JHEOE* is to serve as the premier peer-reviewed, interdisciplinary journal to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities. This includes highlighting innovative endeavors; critically examining emerging issues, trends, challenges, and opportunities; and reporting on studies of impact in the areas of public service, outreach, engagement, extension, engaged research, community-based research, community-based participatory research, action research, public scholarship, service-learning, and community service.”

*Michigan Journal of Community Service Learning*

Retrieved from <http://ginsberg.umich.edu/mjcs/>

"MJCSL goals include: growing the community and deepening the practice of service-learning educators, campus-community partnership practitioners, and community-engaged scholars; sustaining and developing the intellectual vigor of those in this community; encouraging scholarship related to community-engagement; and contributing to the academic/scholarly legitimacy of this work."

Ward, K. (2003). *Faculty service roles and the scholarship of engagement*. San Francisco, CA: Jossey-Bass. (Available in Dinand Library LB2331.7.W37).



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