

What is Service-Learning?

Service-Learning is a type of experiential education that combines and pursues both academic achievement and community service in a seamless weave, requiring the use of effective reflection exercises. The goal of service-learning, through linking academics to the community, is to develop the skills, sensitivities, and commitments necessary for effective citizenship in a democracy.

Web sites that may be helpful:

www.servicelearning.org
www.compact.org/faculty/
<http://csf.colorado.edu/sl/>
www.aacu-edu.org



Developing Educated Citizens

Other Resources

The office of Service-Learning provides books, articles, and other resources that can assist in guiding or supporting course creation or revision. The American Association of Higher Education offers a series of texts on incorporating service-learning into the following disciplines:

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|-------------------|-------------------|
| Biology | History |
| Spanish | Political Science |
| Accounting | Philosophy |
| Religious Studies | Sociology |
| Peace Studies | Women's Studies |
| Teacher Education | Management |
| Psychology | |

Also available in the Office of Service-Learning are resources for:

- * Syllabus creation
- * Community partnerships
- * Reflection practices
- * Evaluation measures
- * Case studies
- * Suggested texts

Missouri State University

Citizenship and Service-Learning
Plaster Student Union, 209
901 S. National Ave.
Springfield, MO 65897

Phone: 417-836-5774

Fax: 417-836-6429

E-mail: ServiceLearning@missouristate.edu

Web Site: <http://www.missouristate.edu/casl/>

Missouri State University

Citizenship & Service-Learning

A Faculty Guide for Incorporating Service-Learning in the Classroom



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Citizenship and Service-Learning

What You Can Expect From Us

The office of Service-Learning is a resource for the campus community coordinating projects and partnerships for and with faculty, students and campus groups.

Our office provides information and resources for faculty members who want to integrate Service-Learning into their courses. Combining Service-Learning with existing coursework or developing courses around service enriches student understanding and exploration of a topic, often adding new dimensions or depth to learning.

The Service-learning staff will support the development of service components of your courses. We are available to:

- * Consult in syllabus revision and course development
- * Provide discipline-specific resource materials
- * Assist in site selection with community organizations whose needs are relevant to your academic goals for the course
- * Help design appropriate reflection activities
- * Support discussions in and out of class
- * Survey community partners to assure needs are being met

Getting Started

- * **Make an appointment** to meet with the staff in the Service-Learning office. Bring your syllabus, reading list, and course goals and objectives. We will brainstorm on ways to connect your course with a project.
- * **Link** the service experience to deliberate reflection in the form of journals, essays, class presentations, analytic papers, etc.
- * **Invite** a Service-Learning staff member to attend the first class to discuss logistics of the service component.
- * **Evaluate** the Service-Learning outcomes.



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Common Faculty Concerns

(excerpted with permission from www.nccu.edu)

1. Academic Rigor: Is this another feel-good excuse to water down academic standards?

Academic credit should never be given for service, only for learning. Students are not only required to master the standard text and lecture material, but they must integrate their service experience into that context. Dr. Alexander Astin, director of Higher Education Research Institute of UCLA, found that short-term effects of students participating in Service-learning shows persistence in college, interest in graduate study, increased critical thinking skills and 31 other positive outcomes. At Bentley College in Massachusetts, faculty found that students in S-L classes asked better questions, wrote better papers, had stronger critical thinking skills and felt confident enough to engage in lively debate.

2. Time Constraints: How will I fit something new into an already full curriculum?

Integrated Service-Learning is not an add-on to your current course requirements. It does not change or add to what we teach — it only changes how we teach it. Some classroom time is replaced with meaningful involvement of students in experiential learning.