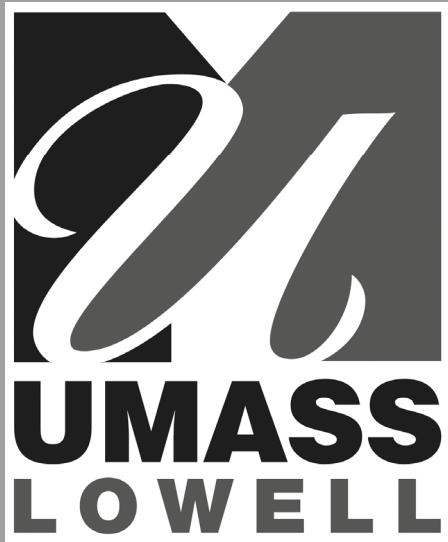


FACULTY GUIDE to Service-Learning



University of Massachusetts Lowell

2013-2014

WELCOME

Dear Colleague,

Thank you for taking the time to read this introductory guide to service-learning. Adding a service-learning component to most any course can help strengthen lessons learned, encourage community engagement as a learning process, and prepare students for post-college careers with vital skills.

Service-learning is an integral part of the engagement mission of UMass Lowell. Preparing our students to be “Work Ready, World Ready, Life Ready,” means reaching beyond the classroom to facilitate experiences that encourage students to grow professionally and personally. We hope you will consider service-learning as a way to further enrich the course experience for your students.

Sincerely,

Your Service-Learning Coordinators

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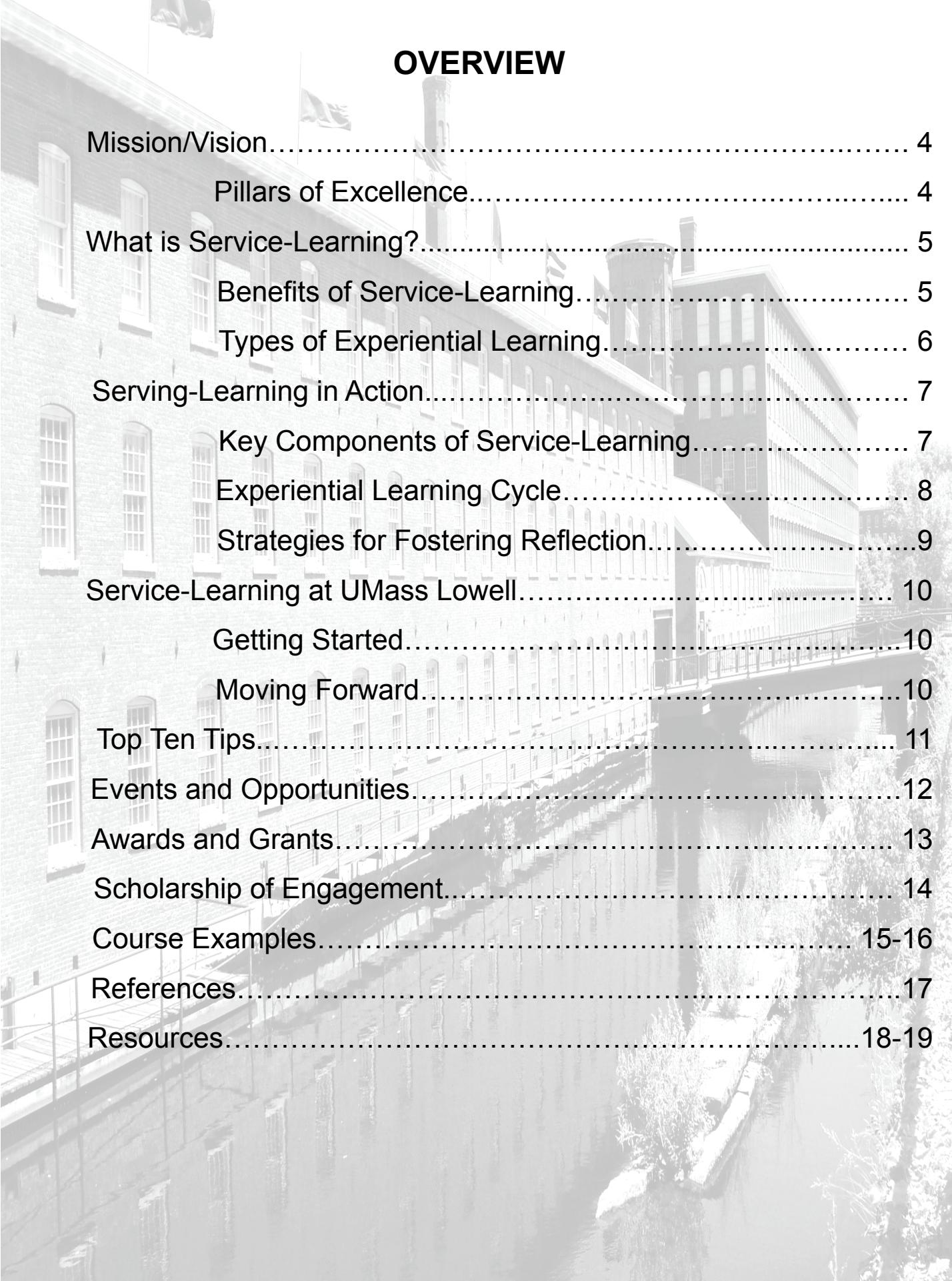
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MISSION/VISION

The University of Massachusetts Lowell is a public research university committed to excellence in teaching, research and **community partnerships**. The University is dedicated to **transformational education** that fosters student success, lifelong learning and global awareness. UMass Lowell offers affordable, **experience-based** undergraduate and graduate academic programs taught by internationally recognized faculty who conduct research to expand the horizons of knowledge. The programs span and interconnect the disciplines of business, education, engineering, fine arts, health, humanities, sciences and social sciences. The University continues to build on its founding tradition of **innovation, entrepreneurship and partnerships with industry and the community** to address challenges facing the region and the world.

Pillars of Excellence

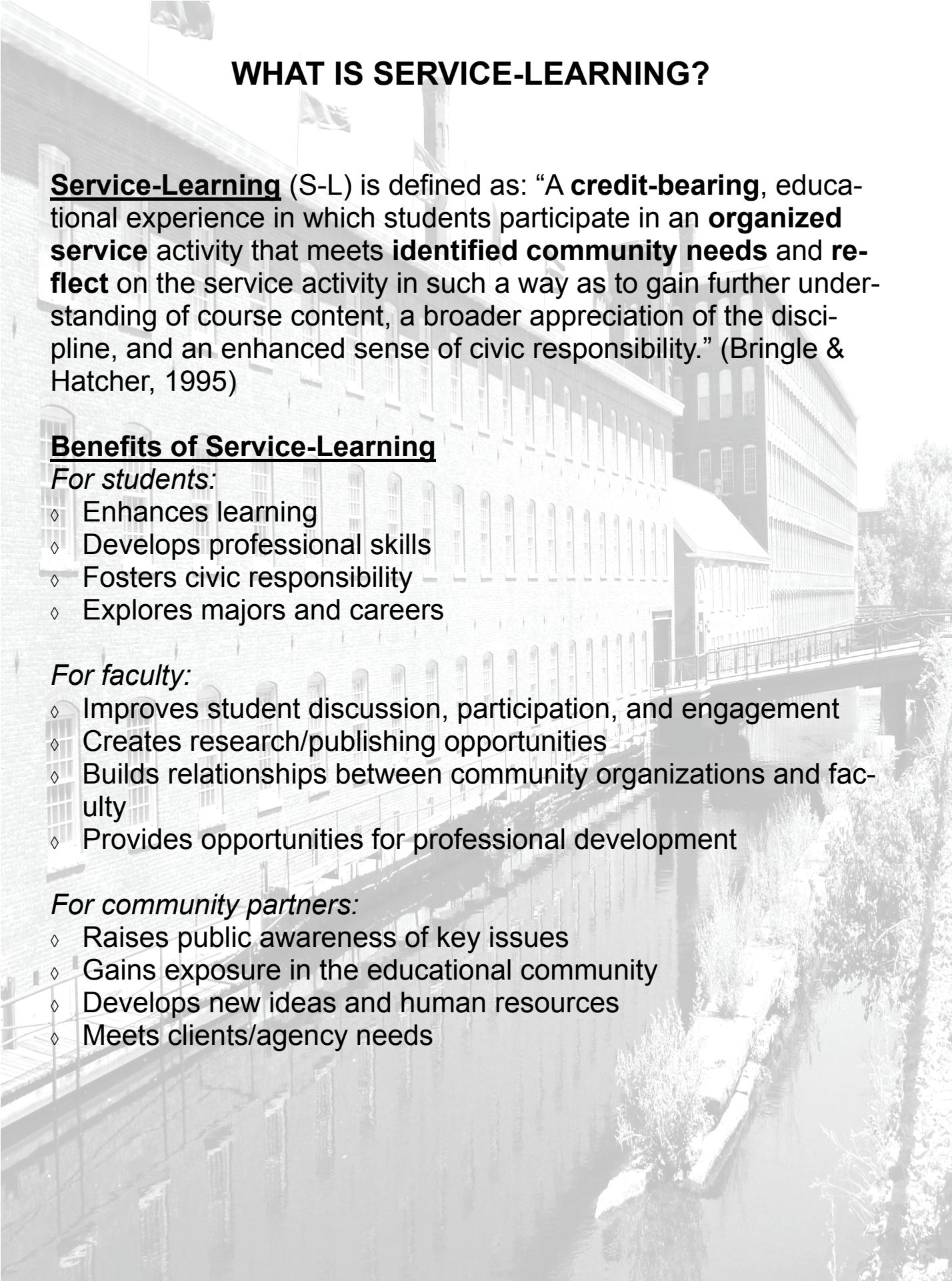
Of the University's five pillars of excellence which correspond to the University's goals, two of these reflect a commitment to service-learning as a viable option for classroom teaching.

◊ *Transformational Education*

Experiential and trans-disciplinary learning prepare UMass Lowell students for fulfillment and making a difference in the world.

◊ *Leverage Our Legacy and Our Place*

UMass Lowell is a public enterprise committed to building on our legacy by creating partnerships, locally, regional, nationally and internationally that enrich and sustain the human experience.



WHAT IS SERVICE-LEARNING?

Service-Learning (S-L) is defined as: “A **credit-bearing**, educational experience in which students participate in an **organized service** activity that meets **identified community needs** and **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.” (Bringle & Hatcher, 1995)

Benefits of Service-Learning

For students:

- ◊ Enhances learning
- ◊ Develops professional skills
- ◊ Fosters civic responsibility
- ◊ Explores majors and careers

For faculty:

- ◊ Improves student discussion, participation, and engagement
- ◊ Creates research/publishing opportunities
- ◊ Builds relationships between community organizations and faculty
- ◊ Provides opportunities for professional development

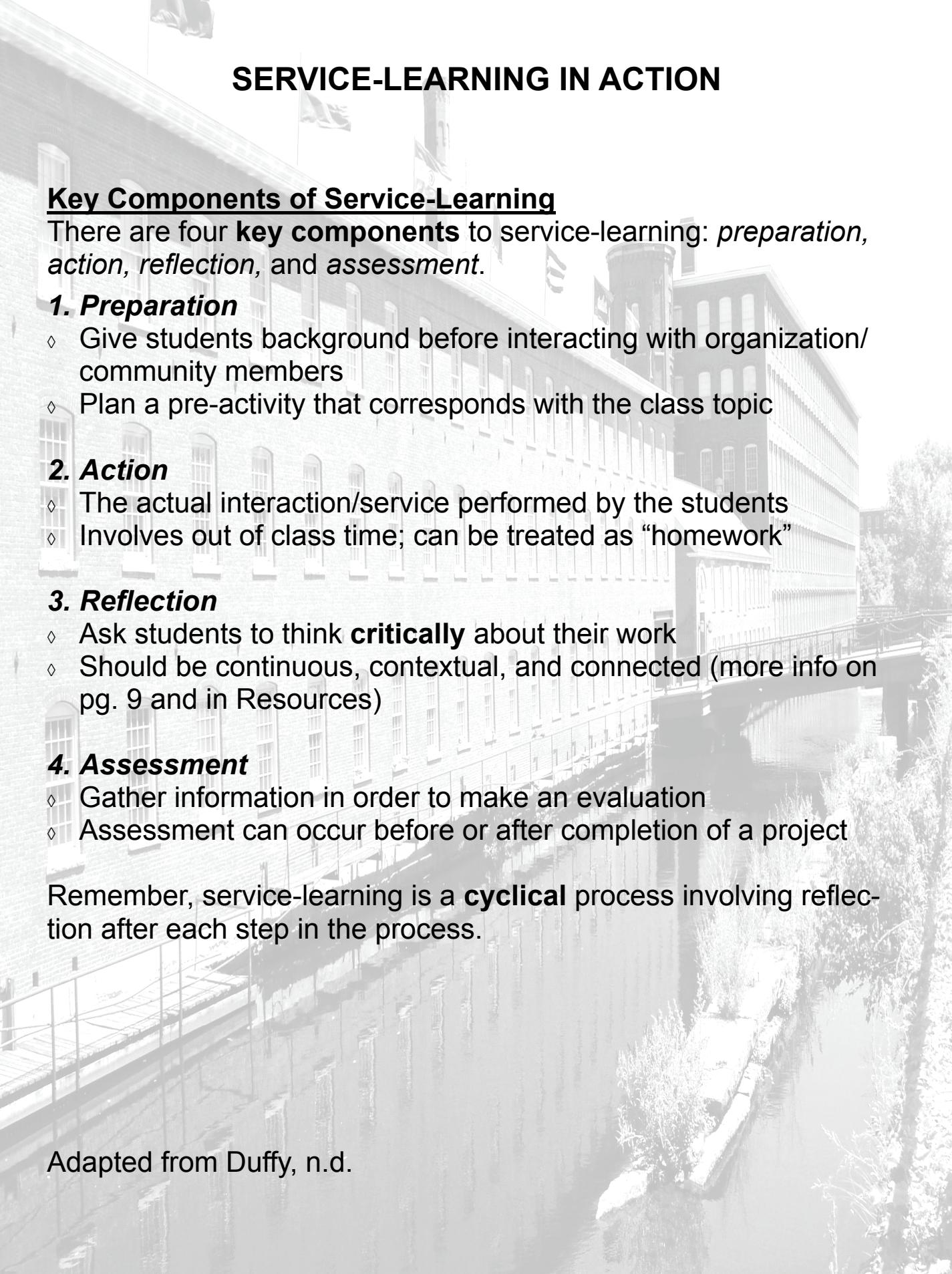
For community partners:

- ◊ Raises public awareness of key issues
- ◊ Gains exposure in the educational community
- ◊ Develops new ideas and human resources
- ◊ Meets clients/agency needs

WHAT IS SERVICE-LEARNING?

Types of Experiential Learning at UMass Lowell

Volunteering	Service-Learning
<ul style="list-style-type: none">• Student works at a community-based organization on a voluntary basis• Short-term or long-term• Unpaid• No course credit	<ul style="list-style-type: none">• Student works with a community-based organization as part of an academic course• Goal: to connect academic course objectives with their experience at the S-L placements• Students use reflection in order to further examine and interpret their experiences• Unpaid• Course credit
Co-op	Internship
<ul style="list-style-type: none">• Student works at community-based organization, business, outside organization (based on the idea of “learning through experience”)<ul style="list-style-type: none">• Professional Co-op• Co-op Scholar• Research and Community Co-op• Paid—depending on type of co-op, paid for by university, organization, financial aid, or faculty grant—or unpaid	<ul style="list-style-type: none">• Student works at community-based organization, business, outside organization (based on the idea of “learning through experience”)• Paid or unpaid<ul style="list-style-type: none">• If paid, typically paid by organization/company• No course credit



SERVICE-LEARNING IN ACTION

Key Components of Service-Learning

There are four **key components** to service-learning: *preparation, action, reflection, and assessment.*

1. Preparation

- ◊ Give students background before interacting with organization/ community members
- ◊ Plan a pre-activity that corresponds with the class topic

2. Action

- ◊ The actual interaction/service performed by the students
- ◊ Involves out of class time; can be treated as “homework”

3. Reflection

- ◊ Ask students to think **critically** about their work
- ◊ Should be continuous, contextual, and connected (more info on pg. 9 and in Resources)

4. Assessment

- ◊ Gather information in order to make an evaluation
- ◊ Assessment can occur before or after completion of a project

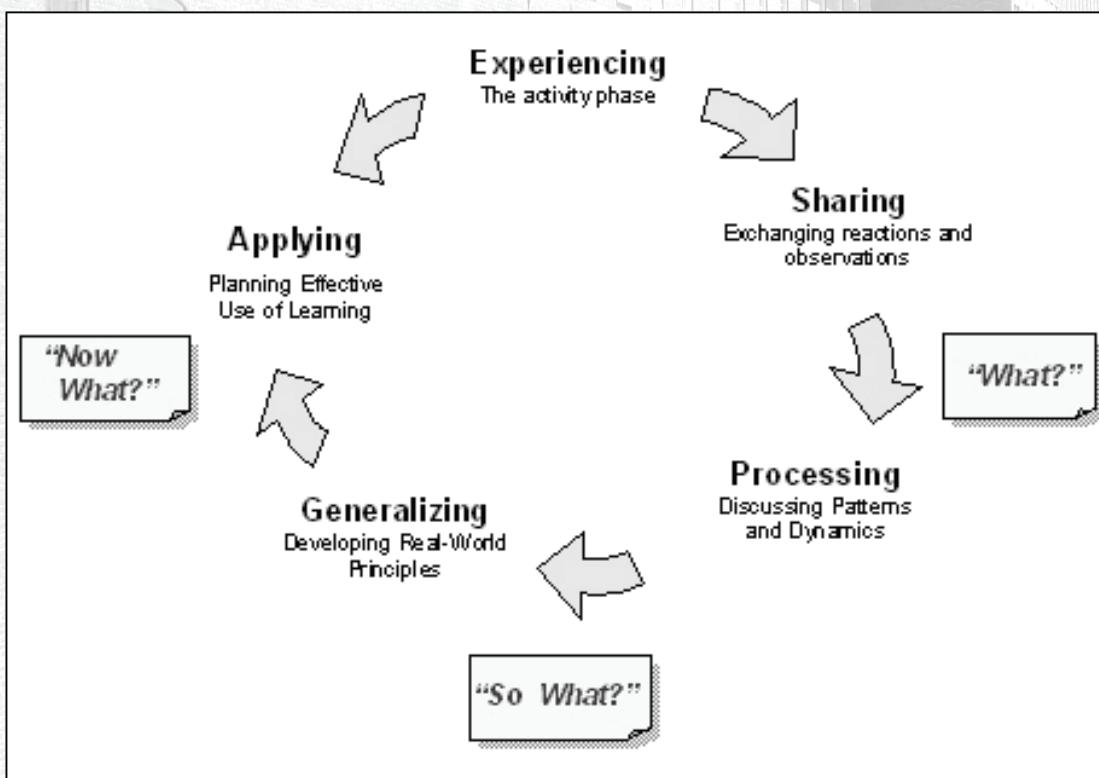
Remember, service-learning is a **cyclical** process involving reflection after each step in the process.

Adapted from Duffy, n.d.

SERVICE-LEARNING IN ACTION

Experiential Learning Cycle

Service-learning is an **experiential learning** process (Kolb, 1994). After actively engaging, a student must share the “**what**” of their experience, before being able to process and ask “**so what**.” The student can then begin to develop a sense of what this experience means (the “**now what**”) and apply learned skills.



Throughout the experiential learning process, students must **reflect** on their experiences, their processing of the experience, and how they are applying the experience to real-world contexts.

Adapted from Connors & Seifer, 2005

SERVICE-LEARNING IN ACTION

Strategies for Fostering Reflection

Effective strategies for reflection are based on the **Four C's** of reflection.

Continuous

Implemented and maintained

Challenging

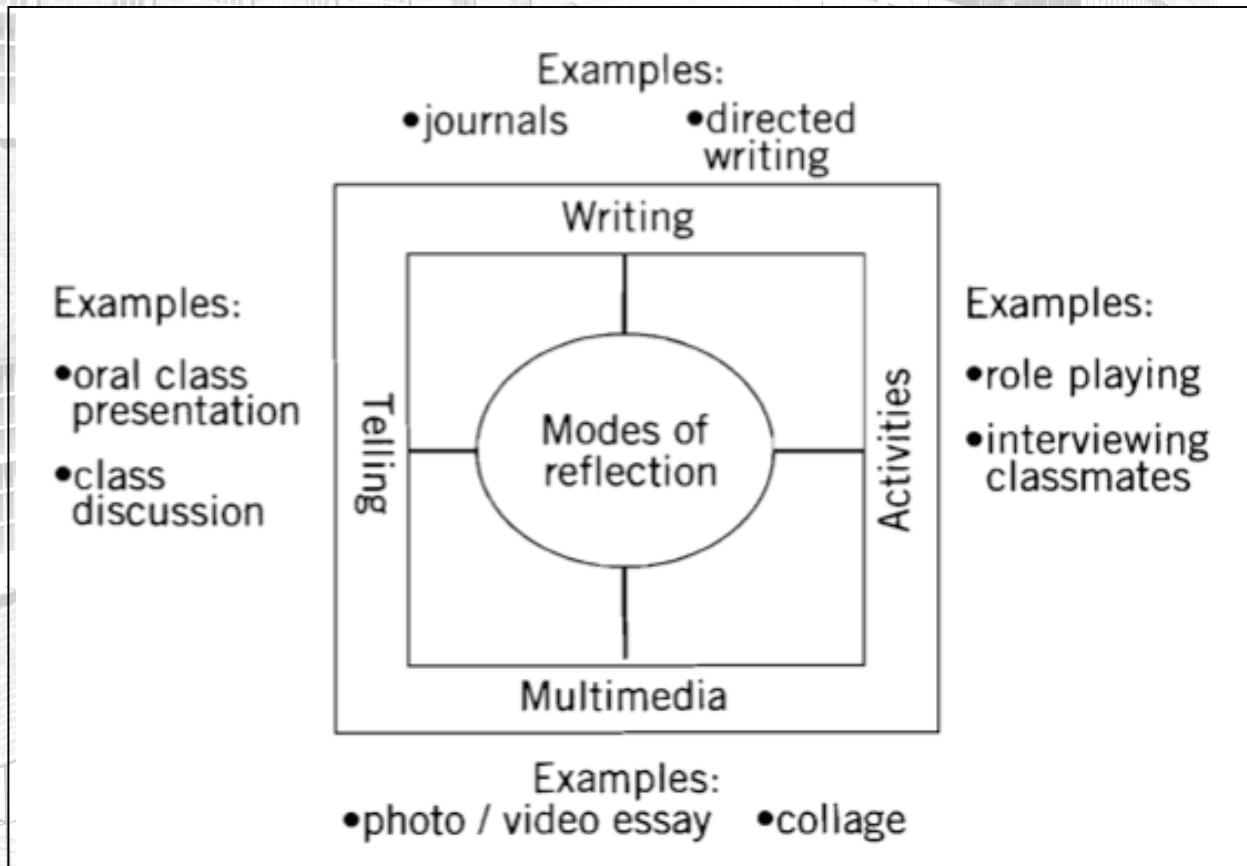
Surface learning to critical thinking

Connected

Linked to learning objectives

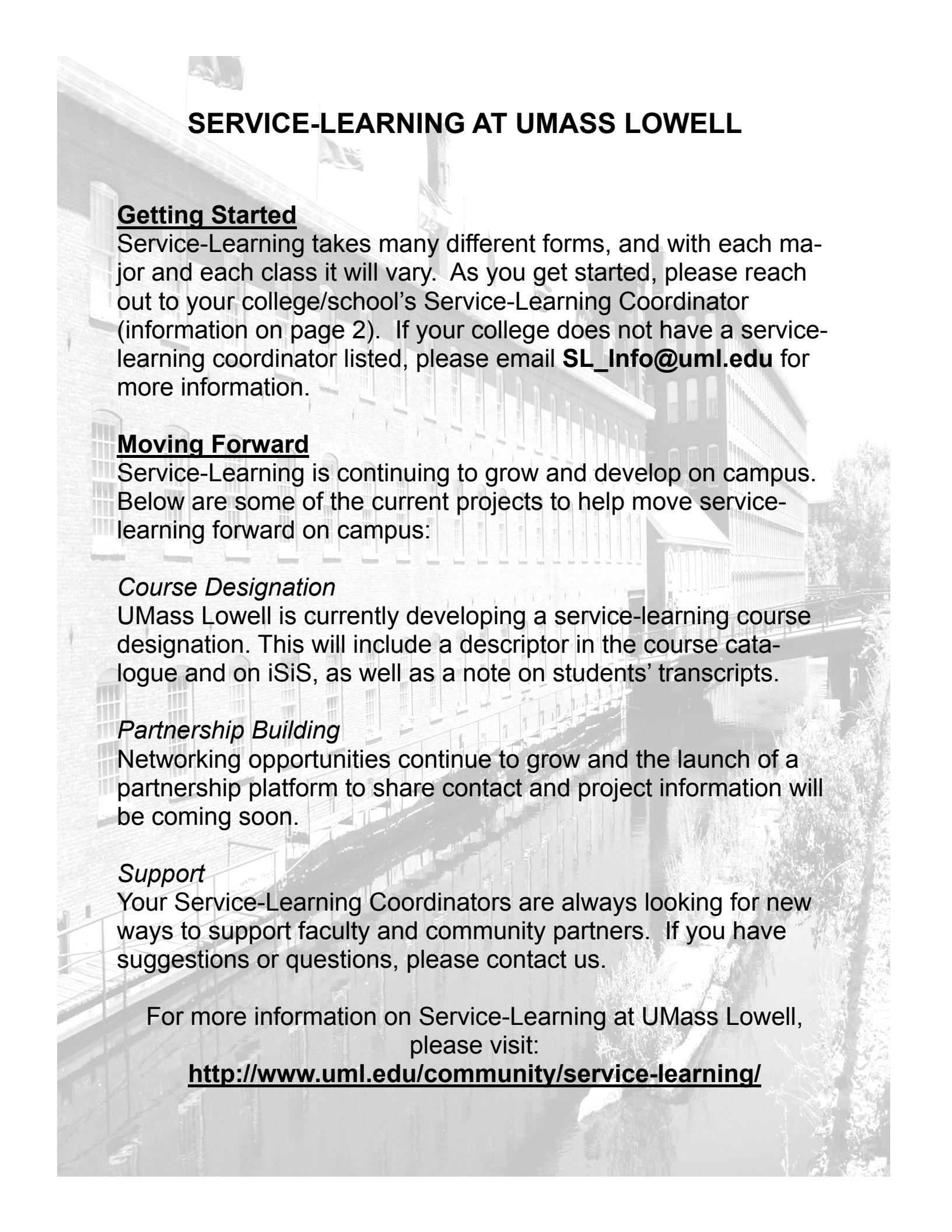
Contextualized

Corresponds to course content



Further resources on service-learning reflection can be found in the **Resources** section at the end of this guide.

Adapted from Eyler & Giles, 1999 and Eyler J., Giles D. E., & Schmiede. 1996



SERVICE-LEARNING AT UMASS LOWELL

Getting Started

Service-Learning takes many different forms, and with each major and each class it will vary. As you get started, please reach out to your college/school's Service-Learning Coordinator (information on page 2). If your college does not have a service-learning coordinator listed, please email **SL_Info@uml.edu** for more information.

Moving Forward

Service-Learning is continuing to grow and develop on campus. Below are some of the current projects to help move service-learning forward on campus:

Course Designation

UMass Lowell is currently developing a service-learning course designation. This will include a descriptor in the course catalogue and on iSiS, as well as a note on students' transcripts.

Partnership Building

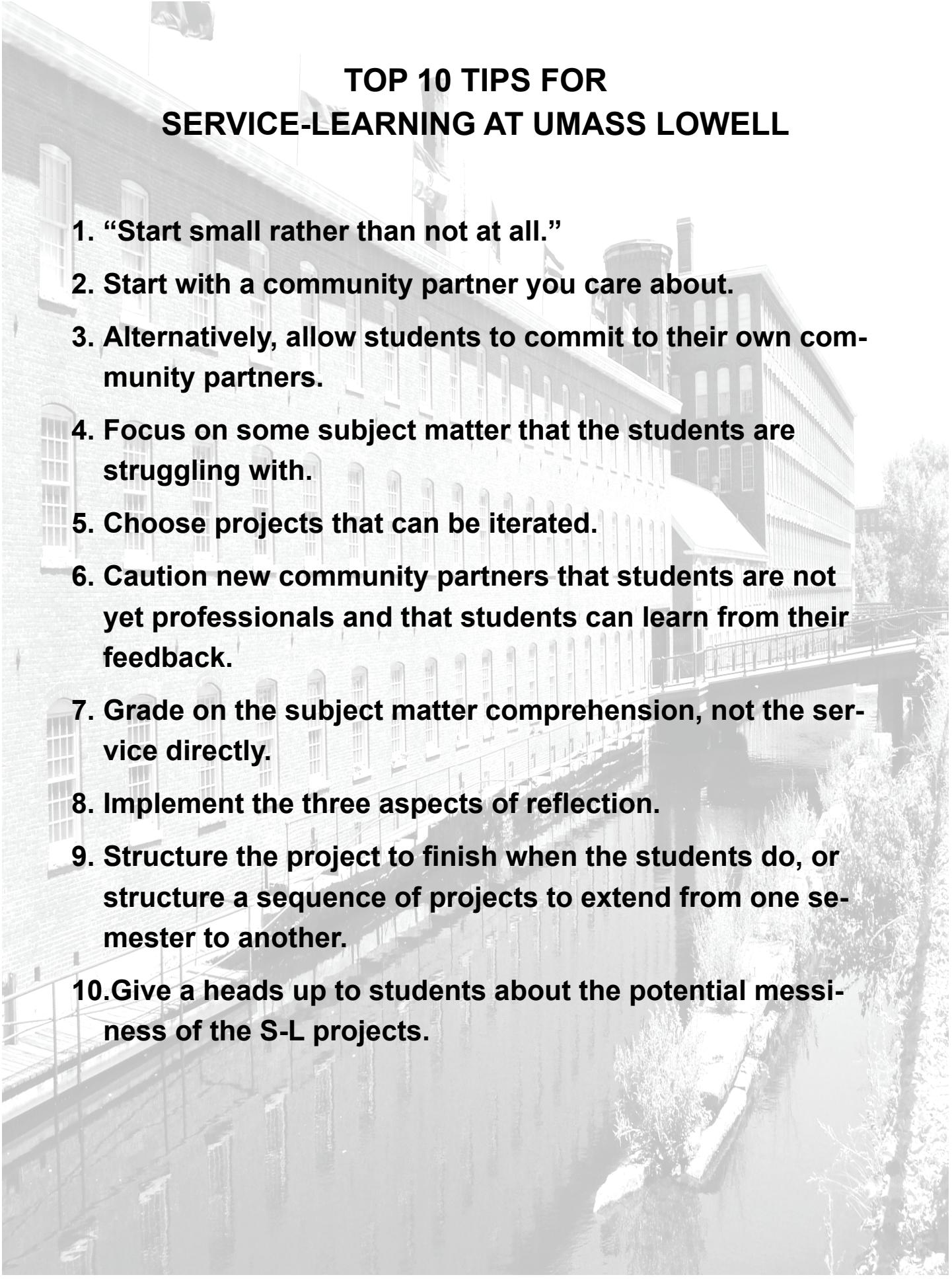
Networking opportunities continue to grow and the launch of a partnership platform to share contact and project information will be coming soon.

Support

Your Service-Learning Coordinators are always looking for new ways to support faculty and community partners. If you have suggestions or questions, please contact us.

For more information on Service-Learning at UMass Lowell,
please visit:

<http://www.uml.edu/community/service-learning/>



TOP 10 TIPS FOR SERVICE-LEARNING AT UMASS LOWELL

- 1. “Start small rather than not at all.”**
- 2. Start with a community partner you care about.**
- 3. Alternatively, allow students to commit to their own community partners.**
- 4. Focus on some subject matter that the students are struggling with.**
- 5. Choose projects that can be iterated.**
- 6. Caution new community partners that students are not yet professionals and that students can learn from their feedback.**
- 7. Grade on the subject matter comprehension, not the service directly.**
- 8. Implement the three aspects of reflection.**
- 9. Structure the project to finish when the students do, or structure a sequence of projects to extend from one semester to another.**
- 10. Give a heads up to students about the potential messiness of the S-L projects.**

EVENTS AND OPPORTUNITIES

Teaching and Learning Symposium

November 7, 2014, 3:00-6:30pm

A faculty event highlighting innovating teaching practices. The event will consist of a poster presentation and awards reception similar to the Student Research Symposium.

Service-Learning 101 Workshop

Typically in January

An introductory workshop designed to give faculty a sense of what service-learning is, engage in strategies for service-learning implementation, and understand the importance of reflection in service-learning courses.

Community Connections Breakfast

Typically in February

Provides networking opportunities for building partnerships between the community and university. In 2013, 79% of attendees stated that they developed a new partnership at this event.

Student Research and Community Engagement Symposium

Typically in April

The event features student panels, a poster session, and a keynote presentation. Students are encouraged to share community-engagement projects. Faculty teaching service-learning classes are encouraged to have students submit relevant projects.

Service-Learning Community of Practice

Typically once or twice a semester

An opportunity to join with other practitioners of service-learning across campus. We hear from researchers and outside speakers, share ideas and generally work to improve our practice.

Check UML Today for upcoming events and how to RSVP

AWARDS AND GRANTS

At times there is funding available at different levels to help fund your service-learning class projects.

UMass Lowell

◊ Service-Learning Mini-Grants

Awards range from \$500-\$2000. Faculty commit to sharing syllabi and assignments to others and supporting other faculty who want to try it.

◊ Service-Learning Awards

Awards are given out at a Faculty Symposium each year.

National

◊ The Thomas Ehrlich Civically Engaged Faculty Award

Award of \$2000 and the option to teach a session at the Association of American Colleges and Universities Annual Conference. Recognition for exemplary civic engagement and advancing students' civic learning.

Other awards and grants for community work can be found at:

<http://www.compact.org/category/events-jobs-grants-more/grants-and-fellowships/>

SCHOLARSHIP OF ENGAGEMENT

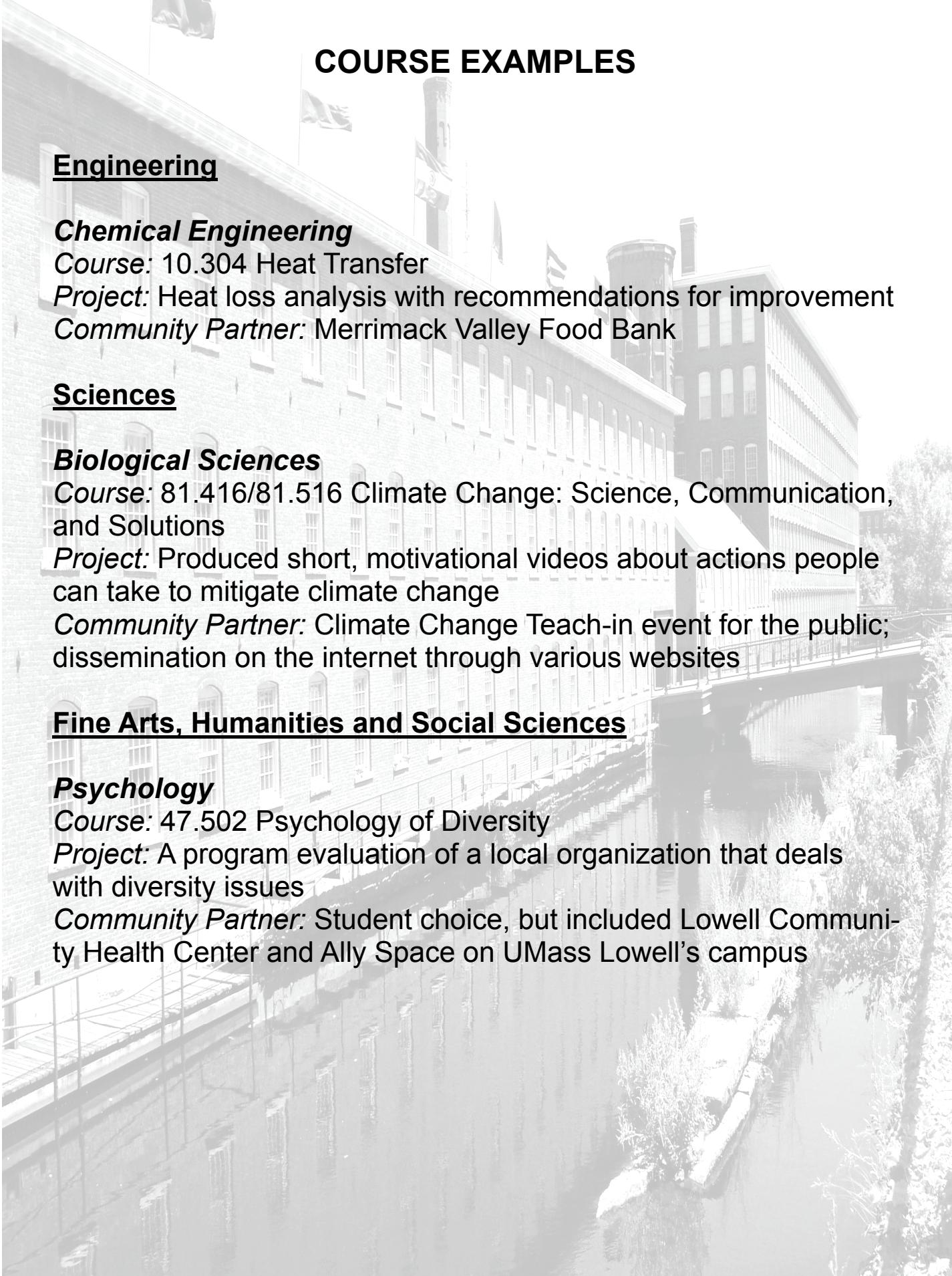
The scholarship of engagement is academic work that integrates a campus mission and goals with a community need. Engaged scholarship makes important contributions to the public good. Here at UMass Lowell, we have created a Publishing Guide that provides some examples of journals by College that welcome contributions about service-learning. The Guide includes examples of service related scholarship and article references by UMass Lowell faculty.

Journal examples include:

Michigan Journal of Community Service Learning
The Journal for Civic Engagement
Journal of Higher Education Outreach and Engagement
College English
American Behavioral Scientist
Sociological Quarterly
Bioscience
Journal of College Science Teaching
Urban Education
Journal for Service-Learning in Teacher Education
International Journal for Service Learning in Engineering
International Journal of Engineering Education
New Solutions: Journal of Envir and Occupational Health Policy
Educational Gerontology
Journal of Urban Health
Journal of Nursing Education
Business Communication Quarterly
Business and Society
Organization Management Journal

For the full guide, please email **Robin_Tooft@uml.edu**.

Barker, D. (2004). The scholarship of engagement: A taxonomy of five emerging practices. *Journal of Higher Education Outreach and Engagement*, 9, 2, 123-137.



COURSE EXAMPLES

Engineering

Chemical Engineering

Course: 10.304 Heat Transfer

Project: Heat loss analysis with recommendations for improvement

Community Partner: Merrimack Valley Food Bank

Sciences

Biological Sciences

Course: 81.416/81.516 Climate Change: Science, Communication, and Solutions

Project: Produced short, motivational videos about actions people can take to mitigate climate change

Community Partner: Climate Change Teach-in event for the public; dissemination on the internet through various websites

Fine Arts, Humanities and Social Sciences

Psychology

Course: 47.502 Psychology of Diversity

Project: A program evaluation of a local organization that deals with diversity issues

Community Partner: Student choice, but included Lowell Community Health Center and Ally Space on UMass Lowell's campus

COURSE EXAMPLES

School of Health and Environment

Community Health

Course: 31.409 Service-Learning in Community Health

Project: Creating and delivering a learning module for adult learners describing the importance and uses of health insurance

Community Partner: Lowell Adult Education Center

Graduate School of Education

Education

Course: 02.573/201 Curriculum and Teaching History

Project: Created a civics program using the website ICIVICS concentrating on how to write a persuasive essay and facts about citizenship

Community Partner: Pyne School, Lowell

Manning School of Business

Course: 62.496.001

Project: Students in this class develop a marketing plan for a local nonprofit. The students work with the executive director and/or the development director to assess the needs of the organization and learn what the organization hopes to achieve through marketing.

Community Partner: Examples of past community partners include: Lowell Association for the Blind, Café Solar, and Pollard Memorial Library Foundation

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- Giles, D. E. J., & Eyler, J. (1994). The theoretical roots of service-learning in John Dewey: Toward a theory of service-learning. *Michigan Journal of Community Service Learning*, 1, 77-85.
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RESOURCES

General Websites

Association of American Colleges and Universities

<http://www.aacu.org/>

Campus Community Partnership Foundation

<http://www.c2pf.org/>

Campus Compact

<http://campuscompact.org/>

Community Toolbox

<http://ctb.ku.edu>

Massachusetts Campus Compact

<http://masscampuscompact.org/>

National Service-Learning Clearinghouse

<http://www.servicelearning.org/>

National Society for Experiential Education

<http://www.nsee.org/>

Community Resources

The Merrimack Valley Hub

<http://www.mvhub.com/>

Building a Service-Learning Course

UMass Amherst Resources

<http://cesl.umass.edu/resources-service-learning-courses>

RESOURCES

Sample Syllabi

Campus Compact: Service-Learning Syllabi
<http://www.compact.org/category/syllabi/>

Miami University
<http://www.units.muohio.edu/servicelearning/node/108>

National Service Learning Clearinghouse: Lesson Plans, Syllabi, and Curricula
<http://www.servicelearning.org/slice>

Reflection Examples

“What, So What, Now What?”
https://reason.kzoo.edu/servicelearning/assets/WHAT_So_WHAT_NOW_WHAT.pdf

National Service-Learning Clearinghouse Factsheet
http://www.servicelearning.org/instant_info/fact_sheets/he_facts/he_reflection/

Service-Learning: Using Structured Reflection to Learn from Service
<http://www.compact.org/disciplines/reflection/>

Facilitating Reflection: A Manual for Leaders and Educators
http://www.uvm.edu/~dewey/reflection_manual/

Best Practices

UMass Amherst Principles of Best Practice in Service-Learning
<http://cesl.umass.edu/PrinciplesofBestPracticeinSL>

