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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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

<table>
<thead>
<tr>
<th></th>
<th>Volunteering</th>
<th>Service-Learning</th>
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<tbody>
<tr>
<td></td>
<td>• Student works at a community-based organization on a voluntary basis</td>
<td>• Student works with a community-based organization as part of an academic course</td>
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<td></td>
<td>• Short-term or long-term</td>
<td>• Goal: to connect academic course objectives with their experience at the S-L placements</td>
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<tr>
<td></td>
<td>• Unpaid</td>
<td>• Students use reflection in order to further examine and interpret their experiences</td>
</tr>
<tr>
<td></td>
<td>• No course credit</td>
<td>• Unpaid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Course credit</td>
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<tr>
<th></th>
<th>Co-op</th>
<th>Internship</th>
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<tbody>
<tr>
<td></td>
<td>• Student works at community-based organization, business, outside organization (based on the idea of “learning through experience”)</td>
<td>• Student works at community-based organization, business, outside organization (based on the idea of “learning through experience”)</td>
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<td></td>
<td>• Professional Co-op</td>
<td>• Paid or unpaid</td>
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<td></td>
<td>• Co-op Scholar</td>
<td>• If paid, typically paid by organization/company</td>
</tr>
<tr>
<td></td>
<td>• Research and Community Co-op</td>
<td>• No course credit</td>
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<tr>
<td></td>
<td>• Paid—depending on type of co-op, paid for by university, organization, financial aid, or faculty grant—or unpaid</td>
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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/](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 Envtl 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_Toof@uml.edu.

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
REFERENCES


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