

FACULTY GUIDE  
*to*  
SERVICE-LEARNING



*Learning with Purpose*

# 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 learning outcomes, 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 using service-learning as a way to further enrich the course experience for your students.

Please feel free to contact us if you have any questions or need assistance finding a community partner.

Sincerely,  
Your Service-Learning Coordinators

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# SERVICE-LEARNING DEFINITION

**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

# SERVICE-LEARNING COURSE ATTRIBUTE

Courses may be designated with a **Service-Learning Course Attribute** on SiS (UMass Lowell Student Information System). Benefits of having the attributes are:

- ◇ Promotes the course
- ◇ Makes the course searchable by attribute on SiS
- ◇ Allows for easier reporting to administration and for National Awards to UMass Lowell such as:
  - ⇒ President's Higher Ed. Community Service Honor Roll
  - ⇒ Carnegie Community Engagement Classification
- ◇ Adds a service-learning note on student transcripts

## Example Student Transcript

| Course                            | Description                        | Attempted | Passed | Grade | Points |
|-----------------------------------|------------------------------------|-----------|--------|-------|--------|
| 100                               | 110 PSYC: Text in the City         | 3.00      | 3.00   | A     | 12.000 |
| Transcript Note: service-learning |                                    |           |        |       |        |
| 42                                | 102 College Writing II             | 3.00      | 3.00   | A     | 12.000 |
| 47                                | 260 Child & Adolescent Development | 3.00      | 3.00   | A     | 12.000 |
| Transcript Note: service-learning |                                    |           |        |       |        |
| 48                                | 101 Intro to Biology               | 3.00      | 3.00   | A     | 12.000 |
| 95                                | 121 Exploring the Universe         | 3.00      | 3.00   | A     | 12.000 |
| 96                                | 121 Lab for Exploring the Universe | 1.00      | 1.00   | A     | 4.000  |



47            260            Child & Adolescent Development  
Transcript Note:            service-learning

For more information please visit:  
<http://www.uml.edu/beyondu/servicelearning/>

# SERVICE-LEARNING COURSE ATTRIBUTE

## Questions and Answers

*How do I know if my course qualifies?* See our policies on page 7 or on our website.

*Am I required to have a minimum number of hours be service-learning for the course to qualify?*

No. While we highly recommend having at least 8 hours of the total course be qualified as “service-learning” so that the students can have a deeper connection to the community through the learning, we do not require a minimum to allow faculty maximum flexibility.

*When can I apply?*

Deadlines are October 15th and March 15th every year. Applications are for current semester courses and the following semester courses. Example: October 15, 2020– attribute applications for Fall 2020, Winter 2021, and Spring 2021 service- learning courses are accepted.

*How do I apply?*

Go to our website listed below and submit using the form. You will also need to email a copy of your syllabus to SL\_Info@uml.edu.

*Do I need to reapply every year?*

No. Once a course receives the attribute you will only need to notify us when you are teaching the course by completing the renewal form also found on our website.

For more information please visit:  
<http://www.uml.edu/beyondu/servicelearning/>

# SERVICE-LEARNING ATTRIBUTE CRITERIA

The following are the baseline criteria to be designated as a service-learning course. Individual colleges/schools/programs may have additional criteria.

## **Service**

Students will provide a service to non-profit entities such as schools, government or community agencies or individuals collaborating with one of these parties.

## **Clear Linkage Between the Service and Course Learning Goals**

Students will use knowledge from the course to provide the service.

## **Preparation for Service**

Students will be appropriately prepared for the service they will provide, such as:

- ⇒ Skill Acquisition
- ⇒ Dress and Behavior Codes
- ⇒ Cultural Context
- ⇒ Special Circumstances
- ⇒ Consideration of User-Needs

## **Structured Reflection/Analysis**

Students will engage in reflection or analysis in order to understand the current and potential impact of their service and how service connects to course material. Reflection/analysis may include discussion, writing, role-playing, presentations, etc. Reflection/analysis can also inform how the service-learning course and or project will be adapted in subsequent semesters.

## **Assessment**

The course will offer a method to assess learning derived from the experience, such as grading student work. Credit will be given for the learning and its relations to the course, not for the service alone.

# 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
- ◇ Can involve 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**

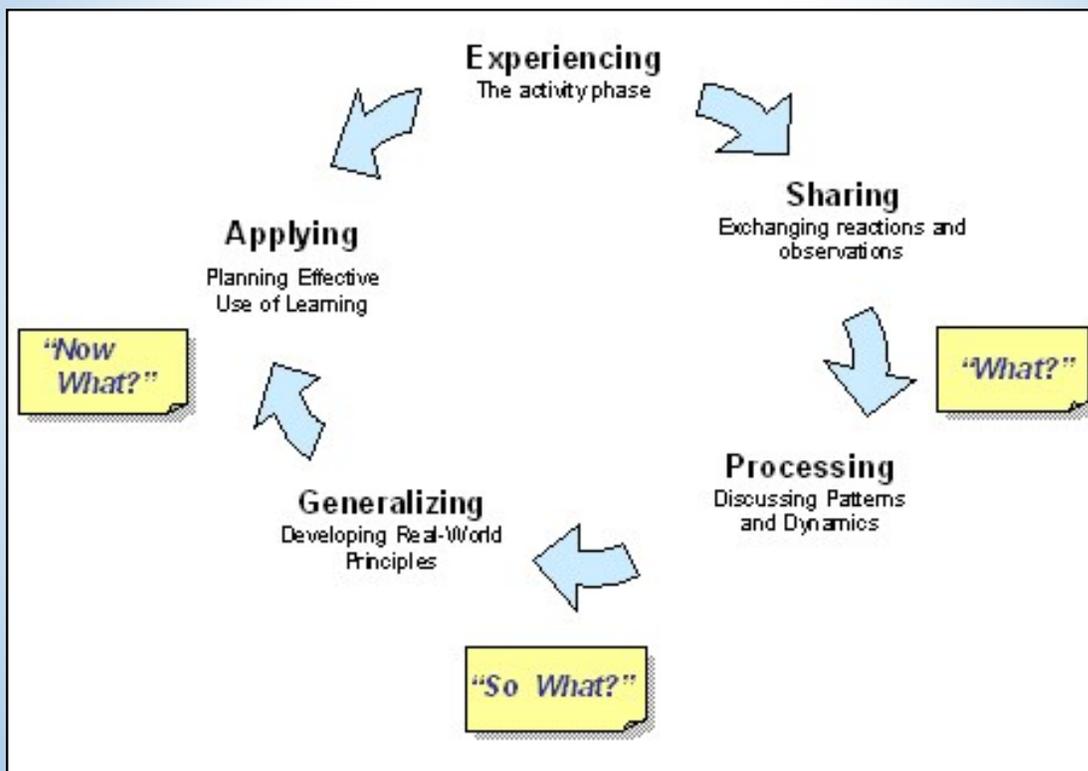
- ◇ Gather information in order to make an evaluation
- ◇ Assessment can occur before or after completion of a project

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

# 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.

# 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**

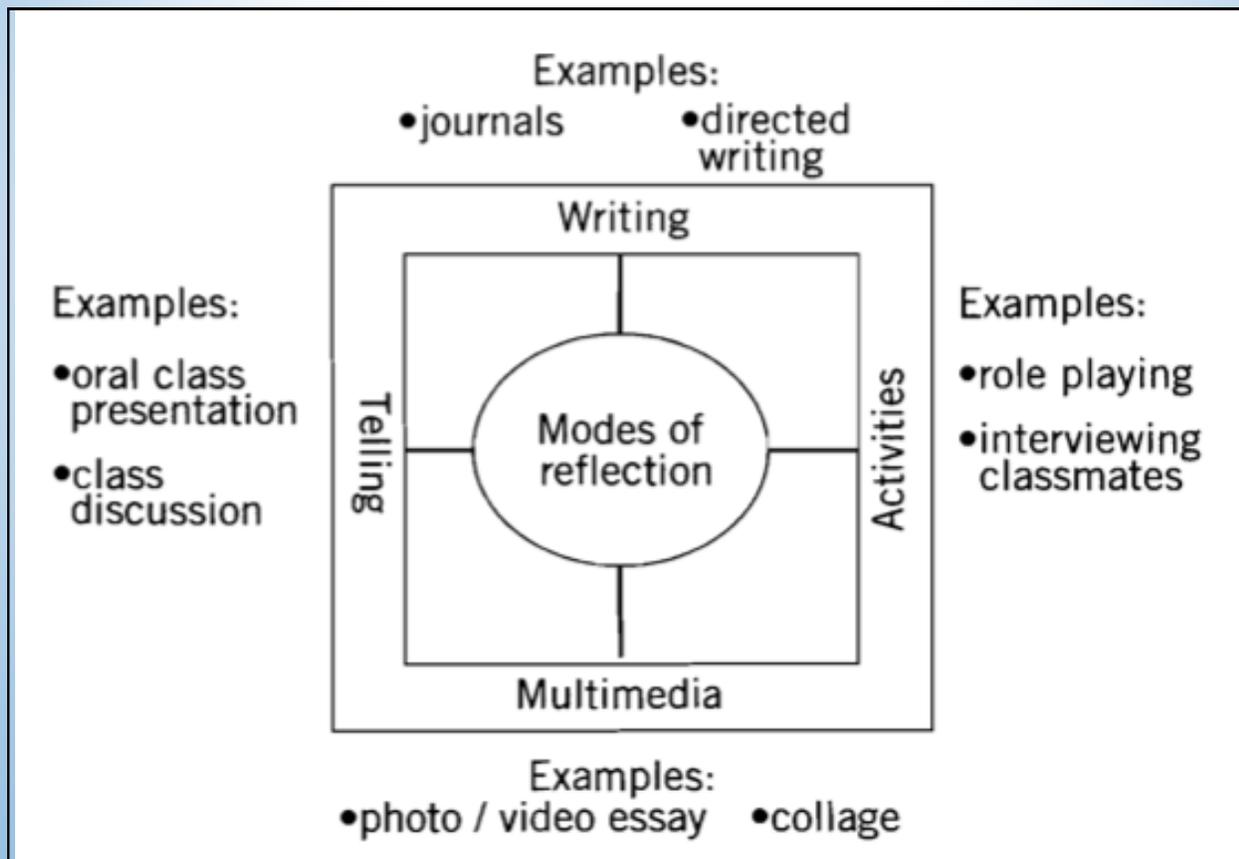
*Surface learning to critical thinking*

### **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.

# ENGAGEMENT DEFINITIONS

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

# 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 or that they care deeply about.
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 reflection techniques to have students demonstrate a better understanding of the course content, of their discipline, and their sense of community responsibility.
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**

*Typically in the Fall*

A faculty event highlighting innovating teaching practices. The event will consist of poster presentations and an awards reception including faculty Service-Learning awards.

## **Service-Learning 101 Workshop**

*Typically in Fall*

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 March*

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

## **Student Research and Community Engagement Symposium**

*Typically in April*

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

## **Service-Learning Community of Practice**

*Ongoing*

An opportunity to join with other practitioners 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**

# SCHOLARSHIP OF ENGAGEMENT

The scholarship of engagement is academic work that integrates faculty research agendas 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 Env'tl 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](mailto:Robin_Toof@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.

# CENTER FOR COMMUNITY RESEARCH & ENGAGEMENT

The mission of Center for Community Research & Engagement is to promote and facilitate community-based research and multidirectional learning as strategies to advance social justice, enhance community well-being, and galvanize the role of community-university partnership as instruments of positive change.

*To accomplish this mission, we:*

- ⇒ Identify needs and mobilize resources, on campus and in the broader community
- ⇒ Establish links among and between faculty, staff, and students and community, government and business stakeholder onward to carry out collaborative research projects
- ⇒ Provide resources and support to ensure the success of community partnerships
- ⇒ Enhance student learning and networking through community engaged education
- ⇒ Connect the university community with community service and research opportunities that contribute to sustainable regional development
- ⇒ Develop, manage and evaluate community-university programs

Please contact us if you are looking for a community partner, have a community-engaged research idea, want to write a grant, or have a new grant to manage and don't know where to start.

Robin\_Toof@uml.edu  
(978) 934-4678  
Mahoney Hall Room 212

# 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/>

# RESOURCES

## **Sample Syllabi**

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

## **Reflection Examples**

“What, So What, Now What?”

[https://www.gtc.edu/sites/default/files/files/documents/SL\\_Reflection\\_Questions.pdf](https://www.gtc.edu/sites/default/files/files/documents/SL_Reflection_Questions.pdf)

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/](http://www.uvm.edu/~dewey/reflection_manual/)

## **Best Practices**

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

## **Building a Service-Learning Course**

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

# REFERENCES

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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.

Contact us:  
[service-learning\\_info@uml.edu](mailto:service-learning_info@uml.edu)  
[www.uml.edu/beyondu/servicelearning](http://www.uml.edu/beyondu/servicelearning)