

Technology

...in education, is a branch of knowledge based on the development and implementation of computers, software, and other technical tools, and the assessment and evaluation of students' educational outcomes resulting from their use of technology tools.

Asynchronous Learning

...is a self-paced learning event. Learners are online at different times and cannot communicate without time delay. Examples: courses taken via Internet, CD-ROM, Web presentation, or videotaped classes.

e-learning

...is education via the Internet, network, or standalone computer. Network-enabled transfer of skills and knowledge. e-learning refers to using electronic applications and processes to learn. e-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM.

Experiential education

...is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values.

Online education and/or Distance education

...is a method of teaching in which the students are not required to be physically present at a specific location during the term.

Seven Elements of High Quality Service-Learning:

- **Element 1: Integrated Learning**
 - **Element 2: Student Voice**
 - **Element 3: High Quality Service**
 - **Element 4: Civic Responsibility**
 - **Element 5: Collaboration**
 - **Element 6: Reflection**
 - **Element 7: Evaluation**
- (Service-Learning 2000 Center, Stanford University)

What is Service-Learning?

The National and Community Service Trust Act of 1990 provides the nation with a clear definition: "Service-Learning is a method - A) under which students learn and develop through active participation in thoughtfully organized service that is: (1) conducted in and meets the needs of a community; (2) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; (3) helps foster civic responsibility; and B) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on their service experience."

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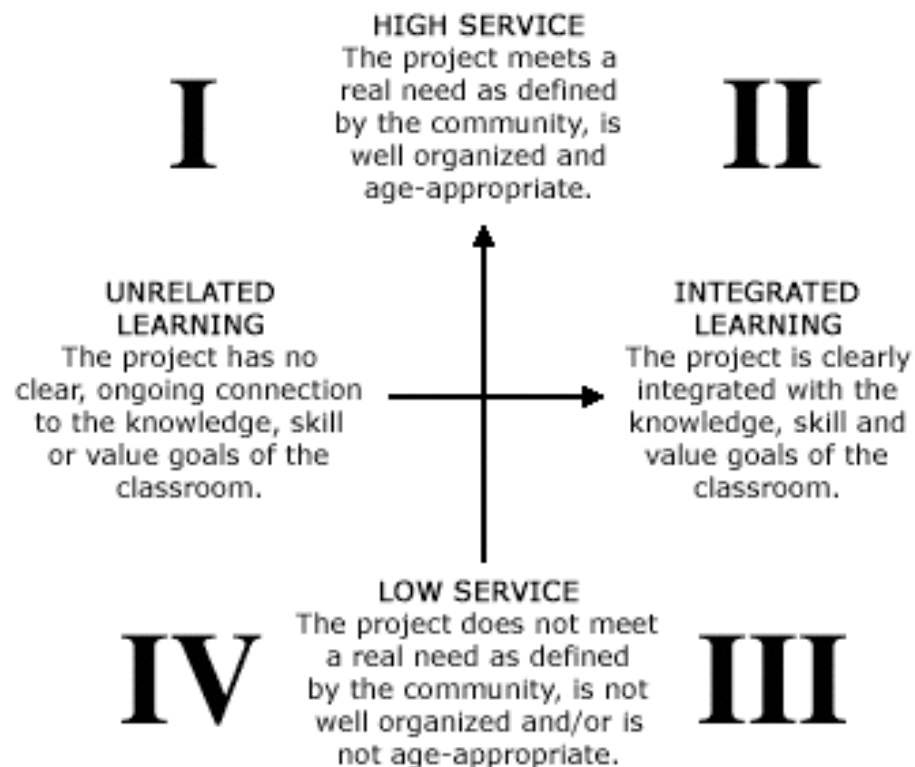
The National Youth Leadership Council (1991) defines Service-Learning as: "A teaching/learning method that connects meaningful community service with academic learning, personal growth, and civic responsibility."

What is Service-Learning?

A concise definition is provided by Follman, Watkins, and Wilkes (1994): "Service-Learning is the formal integration of service into student instruction and learning."

The Service-Learning Quadrant

Developed at the Service-Learning 2000 Center, Stanford University, California, provides an effective method for recognizing the differences between high service and low service, unrelated learning and integrated service-learning projects.



Principles of Good Practice

For integrating service-learning into teacher education programs

- 1. Preservice teachers should prepare to use service-learning as a pedagogy by participating in service-learning experiences, as well as in-class study of principles of good service-learning practice.**
- 2. Teacher educators should align service-learning outcomes with program goals, and appropriate state and national standards for teacher certification and accreditation.**
- 3. Teacher education faculty involved with service-learning should have a clear understanding of service-learning theory and principles of good practice and model these principles in their use of service-learning as a teaching method.**

Anderson (1999)

Principles of Good Practice

For integrating service-learning into teacher education programs

- 4. Teacher education courses that include service-learning should be grounded in theories and practices of teaching and learning which are congruent with service-learning.**
- 5. All stakeholders should be included in the design, implementation, and evaluation of service-learning projects.**
- 6. Collaboration between the teacher education program, K-12 schools, and the community is characterized by reciprocity and mutual respect to enhance a shared ethic of service.**

Anderson (1999)

Principles of Good Practice

For integrating service-learning into teacher education programs

7. Preservice teachers should participate in multiple and varied service-learning experiences that involve working with diverse community members.

8. Preservice teachers should participate in a variety of frequent and structured reflection activities and be prepared to facilitate reflection with their students.

9. Preservice teachers are taught how to use formative and summative assessment to enhance student learning and measure service-learning outcomes.

10. The teacher education program, institution, and the community should support service-learning by providing the resources and structural elements necessary for continued success.

Anderson (1999)