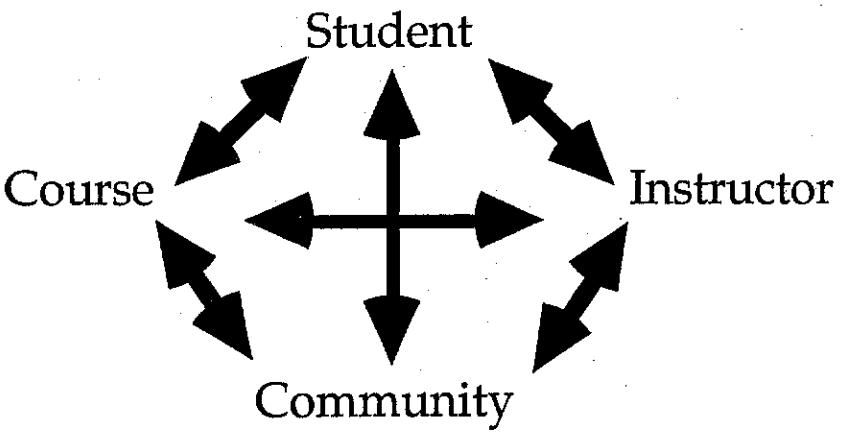
Community Service-Learning at Augsburg College:

A Handbook for Instructors

Version 1.0



Victoria M. Littlefield

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Version 1.0
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Community Service-Learning at Augsburg College: A Handbook for Instructors

S L Disciplines

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Preface

In August of 1994, the Office of Community Service-Learning at Augsburg College offered a week-long institute on service-learning for faculty members from Augsburg College. The institute was funded by a grant from the Minnesota Higher Education Coordinating Board under the Youth Works Higher Education Program of the Minnesota Youth Works Act of 1993. During the first part of the week, faculty members who had previously used service-learning in their classes met to discuss the philosophical and practical aspects of service-learning and to design the remainder of the workshop for others who were developing course-related service components. The institute participants spent the third day doing community service through Project in Pride for Living and experienced the satisfactions and challenges that go along with this activity. The remainder of the institute was spent "deconstructing" the service experience, hearing from community service agency representatives, and developing ways that service-learning could be used in a variety of disciplines and courses at Augsburg.

At some point during the institute, Andy Aoki asked for a timeline and checklist of steps to follow when incorporating service-learning into a course. No such list existed at the time, but now one does, and it appears on page 17 of this handbook. Essentially, the rest of this handbook represents an expansion of that checklist. The handbook is based on information that participants shared or developed at the institute, handouts provided by faculty who had previously used service-learning in their courses, conversations with a number of faculty and staff at Augsburg (especially Garry Hesser and Mary Laurel True) and at other colleges and universities, a variety of publications on service-learning, my own experiences with service-learning, and ideas that I wrote on dozens of Post-It notes during the institute.

A number of individuals have made substantial contributions to this handbook. Joseph A. Erickson (Education Department) and Norm Ferguson (Psychology Department) have given permission to include materials that they have developed. Garry Hesser (Sociology and Urban Studies Departments and Director of Experiential Education) wrote major sections of Part I. Cass Dalglish (English Department) designed the cover graphic. Mary Laurel True (Coordinator for Community Service-Learning) has provided valuable insights about service-learning in general and has spent two years educating me about ways that it works at Augsburg College. Mary's contributions have been essential in the conceptual development of the handbook. Mary True and Garry Hesser also assisted in editing the handbook and in helping assure the accuracy of the information; any factual errors that remain are attributable to me. Please point them out and they will be corrected in Version 2.0.

Finally, users of this handbook should know that this is not the last word on service-learning. It's certainly not the first word either, but is an evolving document. As ideas arise, and things are tried that do work (or don't work), let Mary True know so that they can be included in future editions of the handbook. Please use the form at the end of the handbook to provide comments and feedback about Version 1.0 of the handbook

The handbook would not have been written without the impetus provided by the faculty participants at the 1994 Augsburg Summer Institute on Service-Learning. These were Andy Aoki, Cass Dalglish, Mary Dean, Blanca-Rosa Egas, Norm Ferguson, Garry Hesser, Vicki Olson, Ron Palosaari, Kathy Schwalbe, and Bev Stratton. Their ideas and questions made it clear that such a handbook was needed.

Victoria M. Littlefield, Ph.D.
Augsburg College Psychology Department &
Acting Director, Center for Faculty Development
September, 1994

Part I.

Historical Background and Philosophy of Service-Learning at Augsburg College

The Theoretical Background of Service Learning[1]

For the past several years, K-12 schools and college campuses around North America have seen numerous applications of an innovative instructional technique called service-learning, in which performance of community service is integrated with academic course goals.

Research and implementation of service-learning has been spurred on by major endorsements from leaders of both political parties. These endorsements have brought with them substantial financial resources which have been targeted toward engaging students in learning activities which help them understand and contribute to solutions for some of our nation's most troubling social problems: homelessness, illiteracy, poverty, hunger, etc. Because of this proliferation of service-oriented activities at both the K-12 and post-secondary levels, service-learning is a topic with which every teacher should be acquainted.

The application of the specific pedagogical technique called service-learning is relatively recent, but its roots are very old. Many religious and cultural traditions have attempted to impress upon their adherents a service ethic, from the common-good value of American Indian cultures, to the Good Samaritan story in the Christian tradition. Each of these traditions has held in high regard the importance of service for the *common good.*

In the history of North American education, field-based experience and service for the common good characterize the work of such important psychologists as Kurt Lewin and John Dewey. Dewey's vision of a democratic education has at its core an education which accomplishes much more than merely acquiring factual mastery. Lewin's lifelong work to apply social research to solving social problems is also an example of a tradition of public service. In these two men's work, we see service as a crucial element of what it means to be an educated person.

For examples of the learning component of service-learning, we can also turn to Lewin and Dewey. Dewey emphasizes that experience is the foundation of all education. Lewin's often imitated experiential learning model gives a practical tool for analyzing the manner in which we introduce students to new ideas and the ways students integrate this new knowledge into their lives. Each would argue that learning without practical experience is not only irrelevant, it is impossible.

To be defined as a legitimate instructional technique, service-learning must deliver a rigorous academic experience for students. Service-learning always incorporates reflection on the service activity and its application to the content domain under investigation. Exemplary service-learning must also incorporate opportunities for the development of higher-order thinking skills, e.g., decision making, problem-solving, interpersonal skill building, cooperation, etc.

The unique combination of service and learning in the service-learning approach gives learners a unique opportunity to "do good" and at the same time realize more effective cognitive retention of important academic concepts. ♦

[1] Joseph A. Erickson, Augsburg Department of Education. "A theoretical introduction to service-learning in the classroom and beyond." Adapted from a symposium presentation at the annual conference of the American Psychological Association, Los Angeles, August, 1994.

Defining Service-Learning

As a fairly new approach, service-learning's definition is still evolving. Some of these definitions are given below.

The National and Community Service Trust Act of 1993 states,

"Service-learning means a method under which students ... learn and develop through active participation in thoughtfully organized service that:

- is conducted in and meets the needs of a community ...;
- helps foster civic responsibility;
- is integrated into and enhances the academic curriculum of the students ... and
- includes structured time for students ... to reflect on the service experience."

"A teaching/learning method that connects meaningful community service experiences with academic learning, personal growth and development of civic responsibility." (Mark Langseth, Director of the Minnesota Campus Compact)

"The principles behind [service-learning] are simple:

- Tie the often abstract features of academic learning to real social challenges
- Make learning useful.
- Awaken students to social, economic and cultural problems.
- And help learners become teachers, and teachers learners."

(Chris Anson, Associate Professor of English, University of Minnesota)

"The goal is to blend service and learning goals and activities in such a way that the two reinforce each other and produce a greater impace than either could produce alone." (Fenstermacher, 1990)

A Brief National History of Service-Learning[1]

During the late 1980s, there was a renewed interest in community and public service. Students organized the Campus Outreach Opportunity League (COOL), college presidents organized Campus Compact and the Bush Presidential Campaign responded to Wingspread National Service gathering by initiating its "Points of Light" endeavors. Tutoring, soup kitchens, and homeless shelters benefited from this resurgence of interest and commitment to community service. In addition, college faculty began experimenting by integrating community service into their courses as a way to bring reflection and learning to the service experience.

However, it is well to remember that the service-learning movement has a long history that embraces the YMCA, 4-H, the Scouting movement, and many campus ministry initiatives. They often combined service with exercises to reflect upon and learn from the experiences. More specifically, the late 1960s saw the emergence of dozens of urban studies programs, often consortia of colleges such as the Philadelphia Urban Semester (Great Lakes Colleges of the Midwest), Chicago Urban Semester (Associated Colleges of the Midwest) and the Twin Cities Metropolitan Urban Studies Term and City Arts (Higher Education Consortium for Urban Affairs, i.e., HECUA). All involved students in full semesters of community service internships, usually 25-30 hours per week, with the rest of their academic programs focusing upon the issues related to the urban crisis and students' experiences in their community service internships. During this same time period, many urban areas created Urban Corps to assist in placing thousands of work-study students in community and public service placements.

In addition, the University Year of ACTION (1971, and re-funded through 1979) involved more than 10,000 students from over 100 colleges and universities. The programs that survived integrated service-learning into the missions and curricula of their institutions. The term "service-learning" was coined and carried out in wide- ranging ways by higher education and state-wide initiatives in the southeastern part of the United States during the 1960s and 1970s. The early "pioneers" learned that universities and students needed to respond to the priorities and needs identified by communities themselves or the service often degenerated into "patronizing charity" instead of service in concert with an equal partner. The communities themselves must decide their needs, and these decisions must drive service activities. Many of the early proponents met in 1974 to merge the urban center and service-learning organizations to form the National Society for Internships and Experiential Education (NSIEE), which led the Wingspread Conference of 1989 to create the "Principles of Good Practice in Combining Service and Learning." In 1990, NSIEE (now NSEE, the National Society for Experiential Education) published the three-volume *Combining Service and Learning: A Resource Book for Community and Public Service,*[2] which pulls together much of what was learned in the 60's, 70's and 80's about service-learning.

Those of us who have discovered and rediscovered "service-learning" in the 1990s will be well served to remember and learn from the giants upon whose shoulders we stand, lest we try to re-invent the wheel or fail to learn from their successes and failures. Among other things that we have learned, and which form the backbone of emerging definitions of "service-learning," is the critical importance of "synergy" and mutual "power sharing." Service-earning is minimally a three-legged stool in which the interests and needs of the community, the student, and the academic institution must be balanced. Each entity must be given and must take an equitable responsibility for the service and learning. When any one of these foci takes a passive or subservient role, that is a time to ask if we have learned from history or whether we are really doing "service- learning." ♦

[1] This section was written by Garry Hesser, Departments of Sociology and Urban Studies & Director of Experiential Education. It is adapted from *Combining Service and Learning:* and based on his own involvement in this period of history.

[2] Available in Augsburg's Office of Community Service-Learning and in the Internship Office

Principles of Good Practice for Combining Service and Learning

These principles resulted from extensive consultation between the National Society for Internships and Experiential Education and more than 70 organizations interested in service and learning. In May, 1989, a small advisory group met at The Johnson Foundation's Wingspread Conference Center in Racine, Wisconsin, to compose the Preamble and the language of the ten Principles of Good Practice that appear below.

Preamble

We are a nation founded upon active citizenship and participation in community life. We have always believed that individuals can and should serve.

It is crucial that service toward the common good be combined with reflective learning to assure that service programs of high quality can be created and sustained over time, and to help individuals appreciate how service can be a significant and ongoing part of life. Service, combined with learning, adds value to each and transforms both.

Those who serve and those who are served are thus able to develop the informed judgment, imagination, and skills that lead to a greater capacity to contribute to the common good.

The Principles that follow are a statement of what we believe are essential components of good practice. We invite you to use them in the context of your particular needs and purposes.

From Kendall, Jane C. and Associates. (1990). *Combining service and learning: A resource book for community and public service. Volume1.* Raleigh, NC: National Society for Internships and Experiential Education.

Ten Principles of Good Practice for Combining Service and Learning

1. **An effective program engages people in responsible and challenging actions for the common good.**

   Participants in programs combining service and learning should engage in tasks that they and society recognize as important. These actions require reaching beyond one's range of previous knowledge or experience. Active participation—not merely being a spectator or visitor—requires accountability for one's actions, involves the right to take risks, and gives participants the opportunity to experience the consequences of those actions for others and for themselves.

2. **An effective program provides structured opportunities for people to reflect critically on their service experiences.**

   The service experience alone does not insure that either significant learning or effective service will occur. It is important that programs build in structured opportunities for participants to think about their experience and what they are learning. Through discussions with others and individual reflection on moral questions and relevant issues, participants can develop a better sense of social responsibility, advocacy, and active citizenship. The reflective component allows for intellectual growth and the development of skills in critical thinking. It is most useful when it is intentional and continuous throughout the experience, and when opportunity for feedback is provided. Ideally, feedback will come from those persons being served, as well as from peers and program leaders.

3. **An effective program articulates clear service and learning goals for everyone involved.**

   From the outset of the project, participants and service recipients alike must have a clear sense of: (1) what is to be accom-

plished and (2) what is to be learned. These service and learning goals must be agreed upon through negotiations with all parties, and in the context of the traditions and cultures of the local community. These goals should reflect the creative and imaginative input of both those providing the service and those receiving it. Attention to this important factor of mutuality in the service-learning exchange can help keep the "service" from becoming patronizing charity.

4. **An effective program allows for those with needs to define those needs.**

   The actual recipients of service, as well as the community groups and constituencies to which they belong, must have the primary role in defining their own service needs. Community service programs, government agencies, and private organizations can also be helpful in defining what service tasks are needed and when and how these tasks should be performed. This collaboration to define needs will help insure that service by participants will (1) not take jobs from the local community, (2) involve tasks that will otherwise go undone, and (3) focus their efforts on the tasks and approaches that the *recipients* define as useful.

5. **An effective program clarifies the responsibilities of each person and organization involved.**

   Several parties are potentially involved in any service and learning program: participants (students and teachers, volunteers of all ages), community leaders, service supervisors, and sponsoring organizations, as well as those individuals and groups receiving the services. It is important to clarify roles and responsibilities of these parties through a careful negotiation progress as the program is being developed. This negotiation should include identifying and assigning responsibility for the tasks to be done, while acknowledging the values and principles important to all of the parties involved.

6. **An effective program matches service providers and service needs through a process that recognizes changing circumstances.**

   Because people are often changed by the service and learning experience, effective programs must build in opportunities for continuous feedback about the changing service needs and growing service skills of those involved. Ideally, participation in the service-learning partnership affects development in areas such as intellect, ethics, cross-cultural understanding, empathy, leadership and citizenship. In effective service and learning programs, the relationships among groups and individuals are dynamic and often create dilemmas. Such dilemmas may lead to unintended outcomes. They can require recognizing and dealing with differences.

7. **An effective program expects genuine, active, and sustained organizational commitment.**

   In order for a program to be effective, it must have a strong, ongoing commitment from both the sponsoring and the receiving organizations. Ideally, this commitment will take many forms, including reference to both service and learning in the organization's mission statement. Effective programs must receive administrative support, be an ongoing part of the organization's budget, be allocated the appropriate physical space, equipment, and transportation, and allow for scheduled release time for participants and program leaders. In schools and colleges, the most effective service and learning programs are linked to the curriculum and require that the faculty become committed to combining service and learning as a valid part of teaching.

8. **An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.**

   The most effective service and learning programs are sensitive to the importance of training, supervision, and monitoring of progress throughout the program. This is a reciprocal responsibility and requires open communication between those offering and those receiving the service. In partnership, sponsoring and receiving organizations may recognize the value of service through appropriate celebrations, awards, and public acknowledgment of individual and group service. Planned, formalized, and ongoing evaluation of service and learning projects should be part of every program and should involve all participants.

9. **An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.**

   In order to be useful to all parties involved, some service activities require longer participation and/or a greater time commitment than others. The length of the experience and the amount of time required are determined by the service tasks involved and should be negotiated by all of the parties. Sometimes a program can do more harm than good if a project is abandoned after too short a time or given too little attention. Where appropriate, a carefully planned succession or combination of participants can provide the continuity of service needed.

10. **An effective program is committed to program participation by and with diverse populations.**

    A good service and learning program promotes access and removes disincentives and barriers to participation. Those responsible for participation in a program should make every effort to include and make welcome persons from differing ethnic, racial, and religious backgrounds, as well as varied ages, genders, economic levels, and those with disabilities. Less obvious, but very important, is the need for sensitivity to other barriers, such as lack of transportation, family, work and school responsibilities, concern for personal safety, or uncertainty about one's ability to make a contribution.

History of Service-Learning at Augsburg College

In 1967, Joel Torstenson, now emeritus professor of Sociology, devoted a sabbatical leave to exploring ways that urban colleges and universities had developed connections to their surrounding communities His resulting position paper, "The Liberal Arts College and the City," was discussed by the Augsburg faculty who embraced its basic tenets of expanded internships, community service, and field research that contributed to neighborhoods and student learning.

Beginning in the late 1960s and early 1970s, service-learning opportunities were institutionalized at Augsburg through

- the campus-wide MUSIP [Metropolitan Urban Studies Internship Program],
- HECUA [Higher Education Consortium for Urban Affairs] which grew out of the "Crisis Colony" response to Martin Luther King's assassination,
- the creation of an accredited Social Work major, and
- the Conservation of Human Resources Program that offered off-campus classes at nursing homes and in prisons.

During this period, Augsburg was a active in promoting the use of student work study funding for community and public service through the Urban Corps, Currie Center and other public and non-profit agencies. This strong support and encouragement from Augsburg's Financial Aid office and Cooperative Education staff has continued through the present.

In the early 1980s, federal Cooperative Education funding was obtained to expand the Experiential Education program in each academic department. The first faculty workshop made possible with this funding was led by Fr. Don McNeill, the Director of the Center for Social Concern at Notre Dame, who also presented a convocation on service-learning and its place in higher education. His visit resulted in the formation of an ad hoc Community Service Task Force. Chaired by the Associate Dean of Students, this committee coordinated efforts to develop more service-learning opportunities and greater student involvement in planning and leadership through organizations such as the Link. Around this time, Campus Ministry initiated a major service-learning effort at Our Savior's Homeless Shelter.

Co-operative Education funding enabled Experiential Education staff and faculty to participate in national and regional efforts of the National Society for Experiential Education and the National Youth Leadership Council. These were the leading groups that formulated new directions and criteria for "good practice in combining service and learning." Augsburg staff and faculty became national leaders in these endeavors, with Augsburg hosting the initial meeting of the Minnesota Service-Learning Faculty Working Group in 1988.

In the late 1980s, Augsburg's Student Government created a Commission on Community Service. At about the same time, the Service-Learning Task Force was asked by the President's Staff to seek funding for staff additions to support service-learning at Augsburg. Federal funding was used as matching money to obtain a service-learning grant from the State of Minnesota Higher Education Coordinating Board. Those combined grants enabled the college to hire another Experiential Education staff member, Mary Laurel True, to coordinate and lead the college into many of the newly emerging approaches to service-learning including academically-based service-learning.

Recently, Augsburg has obtained a federal FIPSE Community Service grant and other external funding from the Literacy Corps, Campus Compact, Aid Association for Lutherans, and the Council for Independent Colleges. These grants supported service-learning endeavors in curriculum development, the First Year Experience, the student LINK programs, residence hall community service-learning programs, a pilot program in teacher

WHAT WE HAVE LEARNED

In June, 1994 the Augsburg Community Service Learning program hosted a one-week institute on campus for new and experienced service-learning faculty.

One of the sessions was devoted to listing benefits and strengths of using service-learning in disciplinary courses. Faculty members who had used service-learning in courses listed the following benefits to students and faculty (numbers in parentheses indicate the number of votes received from five experienced faculty).

BENEFITS FOR STUDENTS

Service-learning ...

- improves student engagement with the subject matter & course (5)
- encourages different learning styles (5)
- improves the process and products (e.g., written assignments, etc.) (4)
- gives students a sense of personal empowerment (4)
- links theory and practice (3)
- improves observation/research skills (3)
- promotes retention of learning and understanding (3)
- provides mechanisms for students to reflect on their experiences (3)
- boosts students' confidence, expertise, and efficacy (3)
- forces/promotes/facilitates critical analysis (2)
- helps students understand the community (2)
- helps students understand and live out the mission of the college(2)
- calls attention to ethical & political issues
- provides opportunities for peer teaching and learning
- promotes more interaction between students and with the professor
- exposes students to committed professionals and volunteers and to the non-profit sector
- allows experience to change attitudes

BENEFITS FOR FACULTY

Using service-learning ...

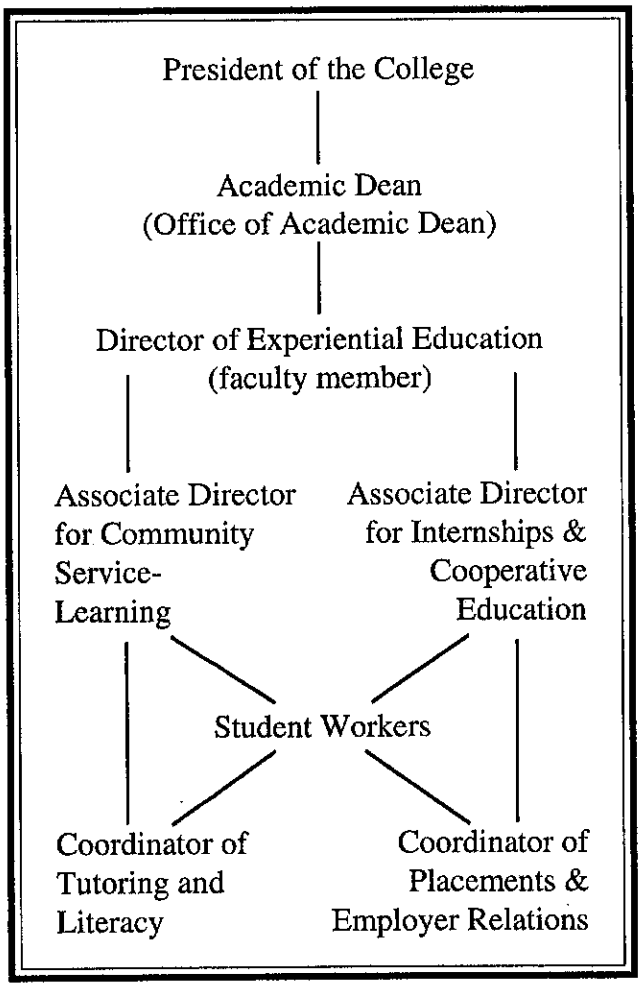
- replaces boring research papers with more interesting service-learning assignments
- increases instructors' engagement with course content
- encourages syllabus revision
- increases collegiality across disciplines
- increases conversations about teaching
- provides opportunities for research and scholarly activity.
- Provides grant opportunities for the college and its programs

Part II.

Service-Learning at Augsburg College: Developing the Course

INSTITUTIONAL & STAFF SUPPORT

Supported by the motto of the college ("Education for service") and its mission, Augsburg's service-learning program enjoys the philosophical support of the administration. In concrete terms, this is seen in the housing of service-learning within the Academic Affairs Office (see the organizational chart below). Charles Anderson, President of Augsburg College, heads the Minnesota Commission on Community Service. Some service-learning activities are supported by grants, and the college's commitment to the program is shown by "hard money" support for the Experiential Education Director and Associate Directors and for their offices.



Support Staff

The following staff support service-learning activities at Augsburg College:

- Garry Hesser, Professor of Sociology, Experiential Education Director
  Office: Murphy Place, (612) 330-1664;
  Internet: hesser@augsburg.edu
- Mary Laurel True, Associate Director and Coordinator of Community Service-Learning
  Office: 325 Memorial Hall, (612) 330-1775,
  Internet: truem@augsburg.edu
- Lois Olson, Associate Director of Internships & Cooperative Education
  Office: 6 Murphy Place, (612) 330-1474

Service-Learning Support Services

In January, 1990 Mary True was hired to coordinate community service at Augsburg. The Office of Community Service-Learning acts as an umbrella for all community service on campus. Mary True provides ongoing support for faculty and offerss the following services for course-embedded service-learning:

- Developing appropriate service-learning sites for individual faculty and courses;
- Meeting with community agency directors to negotiate student placements;
- Preparing information sheets that describe service-learning sites;
- Developing job descriptions of student service activities;
- Providing student orientation and training;
- Acting as liaison between faculty members and agency directors;
- Fielding problems students might have at their service-learning sites;
- Researching funding and professional presentation options;
- Bringing service-learning consultants to campus; and
- Exporting Augsburg's service-learning expertise to other institutions. ♦

INFUSING SERVICE-LEARNING INTO A COURSE

The next column describes a step-by-step developmental process and timeline for incorporating service-learning into an existing course. The steps are expanded on the following pages.

Items indicated with an asterisk (*) are essential.

The way that a faculty member structures the service-learning experience into a particular course is, of course, up to the individual instructor. Items indicated with a bullet (•) are suggestions from faculty members who have successfully used service-learning in their courses and are based on their experiences of what works.

"The goal is to blend service and learning goals and activities in such a way that the two reinforce each other and produce a greater impact than either could produce alone." [1]

---

[1] This quote and some ideas in this section are adapted from Barry Fenstermacher, 1990, "Infusing service-learning into the curriculum." In Jane C. Kendall, et. al, *Combining service and learning: A resource book for community and public service. Volume II* (pp. 194-197). Raleigh, NC: National Society for Internships and Experiential Education.

SERVICE-LEARNING TIMELINE

BEFORE THE COURSE BEGINS

* Meet with Mary True
* Develop the syllabus
* Finalize service-learning sites with Mary
• Contact service sites via letter

DURING THE COURSE

First Week

• Discuss service-learning as part of the syllabus. Explain journaling.
* Administer Community Service-Learning Pre-Evaluation
• Distribute and discuss Guide to Service-Learning Sites and Student Responsibilities and the Community Service-Learning Assignment Time Record
* Mary visits class to introduce s-l sites

Second Week

* Students choose service-learning sites; complete "Service-Learning Locator Form"; faculty member returns the form to Mary True
• Assignment on student expectations prior to their first site visit

First Month

• Students make first visit to site

During the Semester

* Reflection activities, critical analysis assignments designed to tie service to course content, etc., as specified in the syllabus
• Mid-semester monitoring: How is it going?

At Semester's End

• Final projects due
* Administer post-service-learning evaluation

AFTER THE COURSE

* Thank-you letter to site supervisors
• Report results to sites
• Debrief sites with Mary

Before the Course Begins

1. **Meet with Mary True** at least one month prior to the beginning of the course to let her know that you are interested in developing a service-learning component for a course.

Mary can help brainstorm ways that service-learning might fit into a course, suggest service-learning sites that are appropriate for different courses, provide resource materials (e.g., syllabi from other courses, readings on service learning), and put faculty in touch with others who have used service-learning in their courses.

2. **Develop the syllabus.**

The most successful service-learning courses provide students with a clear picture of the place of service-learning in the course. The syllabus can show students how service-learning is an integral part of the course by:

- *incorporating service-learning into the course's educational goals and objectives.* Examine the educational goals and objectives of the class. Identify specifically what students are required to learn from the service-learning experience: the knowledge, skills, understandings, or attitudes--and list them as course goals.

- *describing in detail the service-learning requirement and related classroom activities and assignments.* These will include 1) classroom-based activities and assignments, and 2) activities at the service-learning site. Suggestions for classroom activities (e.g., reflection strategies, critical analysis, etc.) are given in Part III. Most instructors have students keep a journal which serves as the basis for many classroom activities. Journals are described in Part III. Consult with Mary True in developing site-based activities.

  Instructors commonly require students to spend between 12 and 20 hours at the community service site. Several shorter visits, rather than one long one, provide a greater variety of experiences at the service site.

  Instructors may require that all students participate in community service or may use service as one of several options. An advantage of requiring service is that it provides a common topic for classroom assignments or discussion. Instructors who provide other options should consider ways to integrate them with the service option. Chris Kimball and Mary Dean have designed courses with optional service-learning components.

- *describing how the service-learning component will be evaluated.* A general rule is *not* to evaluate the service-learning experience *itself*, but to evaluate what students make of the experience. Possibilities include written or oral exams, papers, interviews, questionnaires, observations, skill assessments, or other indicators of learning. Examples of these types of evaluations appear in Part III of this handbook.

- *specifying the contribution of service-learning activities to the course grade.* In order to be seen by students as an integral part of the course, rather than as an add-on, service-learning should contribute significantly to the overall course grade. In the past, instructors have often specified a 20% or 25% contribution of service-learning to the overall course grade, with some instructors going as high as 40%.

- *including a calendar of service-learning events.* A semester-long calendar that shows service-learning activities and due dates is a useful tool for students. Blank calendars are provided in the Appendix.

SAMPLE SYLLABI ARE AVAILABLE IN THE COMMUNITY SERVICE-LEARNING OFFICE IN 325 MEMORIAL HALL

Instructor Criteria for Choosing a Service-Learning Site[1]

- The site must be doing work that is connected to the course in ways that will be obvious to students.
- Activities at the site must give students opportunities to reflect on how course concepts relate to the activities.
- Whenever possible, students should have direct contact with client populations or constituency groups with which the organization regularly interacts.
- Ideally, students should be able to work in pairs or teams and not be isolated from other students, staff, or client populations.
- The work students do should have some clear connection to the main purposes of the organization. While some of the work may be generally clerical, etc., in nature, it should not be consistently repetitious or boring for long periods.
- The site supervisor should be present when students are there to directly oversee their work.
- The site supervisor will have done advanced planning so that students have assigned activities throughout their time at the site.
- The site supervisor should provide students with some background on the organization and orientation to the specific work they will be doing. (If there are mandatory and formal orientation sessions, they should be scheduled frequently so that students do not experience long delays before they can begin to work.)
- The site is in the community near the campus (2-3 miles away at most) and/or is accessible by public transportation.

[1] Adapted from a handout by Norm Ferguson, Augsburg Department of Psychology, entitled "Criteria for an Environmental Psychology Experiential Learning Site"

3. **Finalize service-learning sites** with Mary.

Before the course begins, check back with Mary True to obtain the final list of service-learning sites. Mary can also tell you how many students each site can accept, will provide a description of the activities that students perform at each site, and will give you the names, addresses, and phone numbers of contact persons at the service-learning sites.

A list of criteria to use in choosing service-learning sites appears above.

4. **Send a letter** to the site supervisor.

It is apropriate to contact the site supervisor prior to the students' initial visit. A courtesy letter introduces the instructor to the supervisor, provides a way to describe the integration of service-learning into the particular course, and allows the instructor to mention expectations about the students' service-learning activities. It is also useful to have had an initial positive communication with the site supervisor in the event that problems arise later on.

A generic letter, which can be adapted by individual instructors, appears on the next page.

Augsburg Letterhead
(copies of this letter are available on disk and by e-mail; contact Mary True)

Date

Service Site Supervisor
Address
City, State zip

Dear XXX:

Mary True, our Community Service Learning Coordinator, has let me know that your organization has agreed to provide opportunities for a few students from my (course name goes here) class to work with you during our (fall/interim/spring) semester. I want to express my appreciation to you for your willingness to cooperate with us in this activity.

Mary has identified several organizations, including yours, willing to serve as service-learning sites. I will ask students to work in pairs and to select an organization at which to work. They will be expected to work for you for at least XX total hours and to (name other service-learning related activities here, e.g., write a paper in which they relate their work experiences to classroom material, etc.). Mary and I will attempt to balance the students across the organizations when they select their work sites in class on (give date, typically in the second week of the semester). I will ask students to contact you very soon after that date so that they can make their first visit and complete some hours of work before (give date, typically one month after the semester has begun), when the class is scheduled to have its first discussion of these activities.

As your organization's contact person, it would be very helpful to us if you would be willing to spend a brief amount of time describing your organization's mission and history to the students. This information will be very helpful to them in putting their work activities into a larger social and organizational context.

I am excited about this opportunity because I believe it will give my students a chance to do some direct "hands-on" experiential learning and at the same time will help your organization with its work.

Again, I want to thank you for your willingness to serve as a service-learning site. If you have any questions, please contact Mary at 330-1155 or me at 330-xxxx.

Sincerely,

Professor's name
Department

DURING THE COURSE--First Week

1. **Discuss service-learning** when introducing the course syllabus and explain the rationale behind using service-learning in the course. Explain service at the sites, journal keeping, and class-related activities (reflection, critical analysis, etc.)

As indicated in the previous section, the most successful courses are those weave service-learning into their fabric. Introducing service-learning as part of the regular syllabus emphasizes its integration into the course.

Nearly all faculty members who use service learning have students keep some sort of journal The journal serves as a basis for class-related activities and assignments that relate to the sevice experience. Two factors seem to be tied to the successful use of journals:

- students should write their service-related journals as soon as possible after leaving the community sites. This assures that their memories and perceptions are the freshest and have the most detail; and

- the format and purpose of journaling should be clearly explained to students in both the syllabus and verbally in class.

Specific suggestions for journal use are detailed in Part III of the handbook.

2. **Administer Community Service-Learning Pre-Evaluation.**

The Office of Community Service-Learning conducts ongoing research on student participation in the program. To assist in these efforts, Mary True requests that faculty members have students complete a service-learning survey **prior to** their first site visits. A sample survey appears in the Appendix. Copies of the survey are available for pick-up in the Community Service-Learning Office, 225 Memorial Hall, or by calling 330-1775.

3. **Hand out and discuss the Guide to Service-Learning Sites and Student Responsibilities and the Community Service-Learning Assignment Time Record.**

Students who have little work experience, or some who do have, may not be aware of norms and expectations for workers, regardless of the fact that they are *unpaid* workers. The **Guide to Service-Learning Sites and Student Responsibilities** makes these expectations explicit. This one-page guide appears in the Appendix and may be duplicated and handed out to students.

Students must document their time at the community service site by turning in a **Community Service Assignment Time Record**. (A copy of this record sheet appears in the Appendix.) The completed record, including the site supervisor's signature for each site visit, should be turned in to the instructor at the end of the semester. After noting whether all students have completed their service assignment obligations, the instructor should give these records to Mary True.

4. **Have Mary True visit the class** to introduce service-learning sites and answer questions.

One of Mary's responsibilities as Coordinator of the Community Service-Learning Program is to visit classes in order to describe community sites. She will describe sites that you have chosen for your class, tell about their histories and current status, and describe duties that students will perform. She will also answer questions that students have about the sites or about service-learning in general.

During the Course--Second Week

1. Students choose service-learning sites; complete the Service-Learning Locator Form; return the form to Mary True.

After the first week of class, but by the end of the second week, students should use the Guidelines to Service-Learning Sites handout to choose their top three service sites from the list provided by Mary True and the instructor.

Students should be encouraged to limit their sites to those identified by the instructor and Mary True. These sites have worked to develop student activities that relate to course content. Students who choose sites because of their prior familiarity or convenience may have a less-than-satisfactory service experience.

Students should investigate the sites prior to choosing them. It is appropriate for students to call the site and discuss it and worker activities with the site supervisor prior to making a site choice.

Some sites may be more popular than others. It is important to assure each site of the number of workers that it expects. The use of a lottery can help assure a fair and equal distribution of students across sites.

On the day that students choose their sites, the instructor should have them fill out the **Service-Learning Locator Form** which lists students by sites. (The form is found in the Appendix.) A copy of this form should be returned to Mary True by the end of the second week of classes.

2. Assignment on student expectations.

To get students thinking about the service sites prior to their first visit, it is useful to make an assignment about their expectations. This might be a written assignment that stands alone or serves as the basis for small group discussions. An example of a simple assignment appears in the box at the top of the next column; the assignment could, of course, be much more detailed.

INS xxx, Course Name, Semester, Name

Service Site _____

About the site: What do you already know about the service site? What do you know about the community needs that the site serves?
(Provide space for written response.)

About your work at the site: What do you expect to do at the site? What do you think will happen there? How do you think you will react? What are your hopes, expectations, and fears about going to the site?
(Provide space for written response.)

DURING THE COURSE--First Month

Despite their best intentions, students may not make their first service site visits in a timely fashion. This becomes a problem when service-related assignments are due in class and studenta have no service experiences upon which to base their work.

In order to assist students in making their first service visits, it is useful to provide a structure such as a deadline for having spoken in person to the site supervisor.

Students should be encouraged to schedule their first visit well in advance. Site supervisors are often very busy, have a number of students to supervise, and have numerous other duties in addition to working with students. Students should be **proactive** in contacting the site supervisor. It is not sufficient to call the service site and leave a message; the student needs to persist in directly contacting the supervisor.

Suggestions for the content of the first phone call from student to supervisor appear in the **Guide To Service-Learning Sites and Student Responsibilities** handout that appears in the appendix.

DURING THE SEMESTER

1. Reflection Activities, Critical Analysis Assignments, etc.

Research on service-learning suggests that learning is facilitated by frequent structured opportunities to tie service activities to course concepts and theories. Reflection activities and critical analysis assignments should occur often and can be tied to other homework or assignments.

Specific suggestions for reflection activities and critical analysis assignments appear in Part III of this handbook.

2. Midsemester monitoring.

Part of the mid-semester evaluation might be devoted to service activities and results used to make any necessary mid-course corrections

AT SEMESTER'S END

1. Final Projects Due

As with other service-related assignments, the more specific the project, the better. Final projects can take a variety of forms. Some of these are described in Part III of this handbook.

2. Administer the Community Service Experience Evaluation

This evaluation is part of the on-going evaluation of the service-learning program conducted by the Office of Community Service-Learning. A sample of this form appears in the Appendix. Multiple copies of the form are available from Mary True in the Community Service-Learning Office.

AFTER THE COURSE

1. Thank-you letter to site supervisors written by the faculty member; students should also be encouraged to express their thanks either verbally or in writing.

2. Report results to sites

Students should send copies of their final projects or reports to the service sites. The site supervisors are very eager to obtain others' perspectives on their agencies; additionally, projects and reports provide supervisors with closure on the student workers' activities.

3. Debrief sites with Mary True.

After the end of the semester, arrange to meet with Mary True to discuss your impressions of the advantages and disadvantages of each service site. Provide documentation when possible. Mary provides ongoing feedback to the sites that allows them to improve their future interactions with students workers, so information from faculty perspectives is valuable. ♦

CHALLENGES

Infusing community service-learning into a traditional disciplinary course brings with it number of challenges. The issues below were raised in discussions among faculty who have used and are using community service-learning in their courses. Future versions of this handbook will list additional challenges and will report on ways that faculty members have tried to meet those challenges.

General Issues

- Faculty members may be unclear about ways that service-learning fits into a course. may have difficulty in transforming "service" into "service-learning." Solution: Prior to the course, faculty need to explicitly consider ways that service-learning furthers the goals and objectives of the course. See Part II of this manual: Developing the Course.

- The relationship between community service-learning and internships or placements that might also provide service (particularly in social work and education). Norm Ferguson suggests thinking of service-learning as mini-internships, as preparation for full-blown semester-long internships or placements that have a substantially larger time commitment for students.

- Service-learning may be seen by faculty or students as being too "touchy-feely" and not academic enough. It may help to articulate a continuum between these two poles. Faculty members must specify the academic tie-ins of service-learning and its purpose of putting theory into practice. Journals and assignments should be structured to emphasize the cognitve aspects of the service-learning experience. (See, for example, Norm Ferguson's journal guidelines in Part III.)

- Control issues. Students' experiences in the service site and their application of their experiences to course content are beyond the control of the instructor. Students are now constructing some of the course content. This brings up the issue of, "What is leanring?" How do faculty members deal with the loosening of control over the content and experiences of the student? Is this a problem or an opportunity?

- Finding time -- how can service-learning be infused into courses, particularly content based courses or those that must cover a particular breadth of content

- Perceptions (by faculty or students) that the politics of service-learning sites are primarily left-leaning

- Students' lack of understnding of what service-learning is. Solution: Time must be spent on defining service-learning, explaining it as integral to the content of the course via the syllabus, discussion, etc.

- Student resistance to participating in service-learning

- Students who are "true believers" in the cause of service-learning vs. those who are simply fulfilling the requirement

- In classroom discussion of service experiences, issues may arise that stray from the topic of the course. Is this a problem or an opportunity?

- Students' work schedules and other responsibilities may limit their time and flexibility in going to service sites. Solution: Service sites that have flexible hours, and weekend and evening hours.

- Students' fears of going to new places and meeting new people. Solution: Send in pairs. This helps resolve this fear and also provides someone with whom to share discussion of the experiences.

- Students not showing up at the service site. Solution: Students must be explicitly made aware of their responsibilities. See the *Student Guide to Service-Learning Sites and Responsibilities* in the Appendix.

- Students perceive service-learning as an add-on. Solution: Syllabus and early class discussions clarify the integral contribution of service-learning to the class. See Part I of this handbook.

Service-Learning in Weekend College Courses

and

Service-Learning in Interim Courses

The challenges of using community service-learning in WEC and Interim courses will be addressed in detail in the next version of this handbook.

In the meantime, the following faculty members have used service-learning in these situations. You may wish to contact them for practical advice.

- WEC: Cass Dalglish, Mary Dean,

- Interim: Joan Griffin

WEC

- WEC students are rarely on campus and may travel long distances to attend WEC. Standard community-service leanring sites may not work for them. Solutions: Allowing students to find their own service-learning sites and structuring this into the service-learning assignment; encouraging sites directly related to individualor family.

- Necessity for equivalency between day and WEC courses.

- WEC students who want to use an extant job or volunteer site as their service site.

- WEC students may only have weekends or evenings to work

Part III.

Practical Applications for Service-Learning Courses

USING JOURNALS

A variety of journal-writing structures are used. Some instructors collect journals weekly; some never at all. Some faculty write comments in journals; others do not. Some require a journal entry for each site visit; others also tie journal assignments to classroom reading, discussions, etc. Several journal formats are described below and examples are given.

Why Use Journals?

In a handout to students, Norm Ferguson suggests that keeping a journal is important by providing a way for students to think about what they are doing and what they are learning from it. He notes that writing a journal can increase the amount that students learn. It can also make them aware of what they don't know, so that they can direct their efforts toward finding out.

Many instructors use journals as a basis for other class assignments. In order for journals to be useful in this way, instructors should be explicit about their expectations for student journal writing.

General Considerations in Using Journals[1]

The use of journaling is common in experiential education approaches, including community service-learning. In order to work successfully, journaling assignments must be specific; otherwise students may see them as busywork. Specific journal requirements also help move students' writing beyond diary-like entries, too-obvious observations, or value judgements of individuals and situations that they may encounter. While some students may easily respond to even the most general journal writing assignment with care and insight, others have a great deal of difficulty in completing such assignments in ways that are satisfactory to instructors and that provide useful bases for later assignments.

Other Journal-Related Issues

- Responding to journal writing in a way that is helpful to the writer.
- confidentiality issues
- evaluating journal writing assignments

Examples of Journal Assignments

A number of faculty members use journal writing in course-embedded service-learning. A few of these are listed below. Entries indicated in **bold** appear as examples on the following pages. Further examples of journal expectations and assignments can be found in course syllabi that are on file in the Office of Community Service-Learning.

- ENG 227, Journalism (Cass Dalglish)
- **PSY 356, Environmental Psychology (Norm Ferguson)**
- EDU 265, Orientation to Education (Vicki Olson)

  See first journal assignment, "Reflection on Beginning the Practical Experience

  See "Guidelines for Field Experience Log" from syllabus
- **PSY 361, Introduction to Personality (Wendy Van Loy)**
- PSY 371, Psychology of Gender (Vicki Littlefield)

[1]Some information in this section is adapted from Joan Scott, (1993), A journal workshop for coordinators. In Joseph Galura et al., *Praxis II: Service-learning resources for university students, staff, and faculty.* Ann Arbor: University of Michigan Press and from Toby Fulwiler (Ed.), (1987), *The journal book.* Portsmouth, NH: Boynton/Cook.

JOURNAL GUIDELINES

Keeping a **journal** will be an important part of your learning experience as a participant-observer. By having you think about what you are doing and what you are learning from it, the writing of a **journal** can increase the amount you actually learn. It can also make you aware of what you don't know, so that you can direct your efforts toward finding out.

IMPORTANT: Do a journal entry each time you go to your work site. Take a few minutes before you leave the site to make your entry or do it within a few hours (at most) of your experience to facilitate making an accurate entry.

Journals will be collected on the dates indicated on the Course Outline. Each **journal** entry should include all the following elements. Please clearly divide each entry into the following categories.

1 Date and Hours Worked (1 pt)

2 Objective Description of your Experiences (5 pts)

What happened? Write a factual account of the behaviors you observed that does **not** include your opinion. Write at least 100 words.

3 Interpretation/Explanation (8 pts)

Now try to understand the behaviors you described above in #2. Use **principles and concepts** from our course reading material and lectures in making your interpretations.

4 Personal Opinions/Feelings and Learning (4 pts)

a) Thoughts/opinions. Interpret what you saw and heard today. What does it mean to you?

b) Feelings. Use emotion words (e.g., happy, surprised, frustrated) to describe your feelings.

c) What knowledge and/or skills did you acquire today?

d) What did you learn about yourself?

Please write CLEARLY and in **ink**. Thanks.

Your **journal** supplies important evidence of what you are learning from your experience.

Your journal is also a very important source of information for writing your Final Project Report!!!

Each journal is worth a total of 18 points. I will use the following criteria to evaluate your journal and allocate points:

- Entries respond to all four items listed for the Journal.
- **Objective Description** and **Interpretation/Explanation** are clearly distinguished from each other.
- Clear connections to course principles and concepts are made.

Points may be deducted for each of the following:

- You are not present to participate in class discussion based on the journal (3-9 points deducted)
- Your journal is not handed in on the due dates (3-9 points deducted).

Sample Journal Entry for PSY 356

1 Date and Hours Worked: I went to my site on Wednesday Sept 21 and worked from 2-5 PM

2 Objective Description of Experiences

First I sat in on a staff meeting where they were discussing strategies for their new public awareness campaign about certain environmental toxins found in well water. Then I spent some time putting address labels on newsletters that were to be mailed out. Lastly my supervisor gave me an article to read about how some toxins that are ingested stay in your body because they get absorbed into fat tissue.

There were about 6 people at the meeting I attended. John, the supervisor, had a clear agenda for the meeting. There was lots of conversation during the meeting with everyone contributing their ideas. I began doing the address labeling by myself, but after about 15 minutes two other women student workers came over and started helping me. They told me about why they had joined the organization. They are concerned about their own health but they both want to have children some day and they are real concerned about what these toxins might do to them while they are pregnant and after their children are born.

Only two staff members have their own offices. All others are in a room with several desks and the noise level there interferes with work sometimes. I have seen staff having a hard time hearing a phone conversation and leaving the room when they want to have a conversation with another person.

3 Interpretation/Explanation using Course Concepts

Does working here help develop an emic viewpoint in me? I think that many people in society probably have learned helplessness when it comes to dealing with issues like toxins in the water. They don't think they can do anything about it so they don t even try. But the people working for this organization seem to be working against this attitude because they are actually doing something! This organization definitely shows a conflict in worldviews. They support the people as part of nature view whereas the chemical companies are clearly for the people above nature viewpoint. Privacy and "selective control of access to the self" are big issues here! I think they should discuss this matter. Maybe they could buy some sound absorbing partitions to put between the desks to provide a little more privacy. People clearly get annoyed with each other and it must affect their ability to do a good job.

4 Personal Opinions/Feelings and Learning

a) **Thoughts/opinions** I was surprised at how well the meeting ran. John had a really clear agenda and the others really knew how to talk and listen to one another. There were some disagreements but they got settled to everyone's satisfaction. Some of the issues this organization is dealing with are not real obvious. Like some of these toxins probably aren't going to affect you for a lot of years. If people don't see a bad effect right away they tend not to really believe anything will ever happen.

b) Feelings I enjoyed being a part of the staff meeting. They were very friendly to me. The address labeling got a little boring and tedious after a while and I was glad when two others came over to help.

c) Knowledge and/or skills acquired today I learned how to run an effective meeting. You have to have a clear agenda but everyone needs to know how to be an effective listener too.

d) Learned about myself I learned that I can become bored really quickly with a task that's not very interesting, but when others came in and started doing the same thing, the time went a lot faster!

PSY 361-- Introduction to Personality (Wendy van Loy)

Course Description: An introduction to basic psychological theories of personality.

Service Learning Component:

Participation in a community service project is required for the course. The activity is designed to stimulate independent thinking, creativity, and communication skills. It offers an opportunity to apply course content to real-life situations.

Students work in pairs and select a community service agency from a list provided by the Community Service Office. Students spend 10 hours each during the semester working at the site. The distribution of hours is negotiated between the student, the student's partner, and the agency, and depends on the needs and schedule of the agency.

Journal Assignment:

Each student keeps an individual journal of learning experiences at the site. The purpose is to promote reflection on ways in which theories from the course are reflected in individuals' behaviors, beliefs, and experiences.

Students begin by describing the work environment and their reactions toward it. Students make note of both factual information and inferences about personalities of individuals encountered at the site. This may involve, but is not limited to, perceptions of changes in personality, individual differences in personality, or common themes that may emerge.

Observations and reflections should focus on origins of healthy personality, situational factors or underlying dynamics which contribute to personality, the uses/abuses of attributions and categorizing people, control, self-esteem, competence, helplessness, emotions and behavior, the roles of reinforcement modeling, the consequences of making inferences from behavior, anxiety, frustration, aggression, trauma, stress, happiness, social interaction, attraction, morality, life-span personality change, impacts of society and/or family. You must address at least five of these categories at some point in your journal. In each entry, you must also interpret what you saw and heard during your visit. Draw connections to theories and concepts discussed in class. Based on your experiences, evaluate theories for their strengths and weaknesses.

In addition to factual observations and theoretical connections, each entry should contain your reactions: What impressed you? What surprised you? What met/failed to meet your expectations? Support your comments with explanations. Include any questions you had, and any skills or knowledge your acquired. At least one of your entries should address how the individual(s) feel(s) about their current situation — what they like least, what they like most, etc., and how this experience, or community service project, has changed your view of personality.

Evaluation:

Journal. The journal is handed in twice for grading. Late journals are not accepted. Journal evaluation is based on content, overall organization, technical aspects, and legibility. Entries should consist of observations, interpretations, clear connections to course concepts, reactions, and explanations. A journal entry should be written for every visit to the s-l site.

Discussion/Oral Presentation. As part of the s-l project, students will give short oral presentation and participate in class discussions based on the journal. Attendance is required at all oral presentations sessions. Oral reports will be 5-10 minutes in length and will be done as a team. The presentation should include a brief description of the site and an analysis of the aspects found to be most interesting or troublesome. The focus of the presentations and following discussion may be on what you found to be most important about the experience, on issues raised by the experience, or on ideas and tie-ins to course content.

The service-learning component contributes approximately 25% to the final course grade.

REFLECTION AND CRITICAL ANALYSIS

A basic caveat in evaluating assignments based on work that students do at community sites is this:

> **Evaluation should focus on the learning and not on the service. Don't base grading on the experience, but on what's made of it.**

A variety of options are available in providing students with opportunities to reflect upon their service experiences and to engage in critical analysis. Some of these are mentioned below, however many other examples exist. Entries indicated in **bold** appear as examples on the following pages; instructors who have used particular assignments are noted where that information is known.

Writing

- Papers and writing assignments, in and out of class.
- Papers based on interviews
- Final papers

  PSY 356, Environmental Psychology, Norm Ferguson

Oral presentations

- Speeches/ oral reports (Mary Dean; Cass Dalglish, Blanca Rosa Egas)
- Small group discussion
- Panel presentations
- Debates

Examinations

- **PSY 371 Final Exam Essay Question (Vicki Littlefield)**
- Written examinations
- Oral examinations

Artistic activities

- Theatre
- Music
- Poetry

Case studies (Vicki Olson)

Environmental Psychology
Final Joint Project Report

Due Tuesday, December 13

Your report should be 800-1000 words in length (typed, double-spaced).

Give your report a **title**, divide it into the following three sections using the **headings** indicated and address the questions/items listed under each section. It is worth 36 points.

A. The Organization (200-250 words)-9 pts.

- Give the name of the organization, its location, and the name of the person who supervised you.
- How does this organization define/describe the issues/problems it is addressing? What is its mission?
- Who are the organization's clientele? With whom in the community does this organization interact?
- What is the history of the organization? When was it founded? By whom?
- How is the organization structured to achieve its goals?
- Are there women and minority group members in leadership positions?
- What are its sources of funding and what is the annual budget?
- What strategies or psychological techniques do they use to accomplish their goals?
- Is the approach being used effective? Explain. How does the organization assess its own performance?
- If you were involved with this organization on an ongoing basis, what changes would you suggest they make and why?

B. Your Supervisor (200-250 words)-9 pts.

Based on an interview/discussion with your supervisor, answer the following:

- Why did this person decide to work for the organization?
- How long has s/he worked for the organization?
- Does this person work at the organization full-time or part-time?
- Is this person paid or is it a volunteer position?
- What are the best and most difficult aspects about working for this organization?
- What changes has this person seen in the organization and its mission since s/he began working for it?
- What does this person see as the future of the organization?

C. Yourselves (400-500 words)-18 pts.

Summarize your own experiences at the site.

- What did you do when you were there? In what activities were you engaged?
- Every new environment has its surprises. Describe one or two that happened to you.
- What knowledge/skills did you acquire from this experience?
- What did your learn about yourself?
- What **theories** and **concepts** from the Environmental Psychology course can you relate to this organization's work and your experience with it? Use examples to illustrate the points that you make.
- How could this site have been a better learning experience for you?

The last three questions on the short answer part of the exam will be:

My service learning took place at _____ (name of the agency).
The agency's main purpose is _____ (briefly mention their mission.
My role at the agency was to _____ (briefly mention how you spent your time).

Twenty-five percent of the grade on the final exam will be based on an essay question about your service learning experience. Prepare your answer ahead of time; however, you may not use notes or an outline in writing your final answer. The question follows:

Consider the service learning experience that you participated in during the semester. Discuss the relationship between your service learning experience and the content of this course, the Psychology of Gender.

Tips for writing an excellent answer:

- Choose 3-5 main points to focus on in your answer. Go into depth on each of these points rather than only briefly mentioning a number of issues.
- Tie your experiences and/or expectations to theories, ideas, findings, and research that we have covered in class. The answer should not simply be your opinion of what you saw and did at the service learning site; it should be explicitly related to the content of the course.
- Be as specific as possible in describing the relevant content of the course. A more specific approach will receive a higher evaluation than a less specific approach.

An excellent answer should begin with a short introductory paragraph that tells the reader what she will find, and should end with a summary paragraph. An excellent answer will have a thesis, rather than just a topic. Each paragraph in the body of the answer should have a topic sentence that tells the reader what she will find in the body of the paragraph and that relates to the thesis of the essay. The body of the paragraph should consist of evidence, references, research, etc. that support the topic sentence. There should be one main idea per paragraph. The essay should be logically organized; there should be a logical order to the ideas that are discussed. The essay should use transitions to move from one idea to the next.

Resources and Annotated Bibliography

(This section will be expanded in Version 2.0)

Augsburg College Service-Learning Courses,1991-1994

Version 2.0 of this handbook will include descriptions of ways in which community service-learning was infused into these disciplinary courses.

Kristin Anderson
Modern Art

Dan Bruch
Introduction to Human Society

Cass Dalglish
Journalism

Mary Dean
Business Law

Joe Erickson
Learning and Human Development

Norm Ferguson
Environmental Psychology
Self-Identity and Values

Joan Griffin
Images of the City

Garry Hesser
Human Community and the Modern Metropolis

Chris Kimball
History of the Twin Cities
U.S. History to 1877
Social Movements of the Twentieth Century
History of American Foreign Policy

Vicki Littlefield
Psychology of Gender
Health Psychology (proposed)

Lori Lohman
Marketing Research

Jay Miscovitz
English as a Second Language

Tom Morgan
Sophomore Honors

Vicki Olson
Summer Course 1993

Vincent Peters
Global Peach and Social Development

Diane Pike
Research Methods

John Schmit
Business Writing

Nancy Steblay
Psychology of Gender

Bev Stratton
Biblical Studies

Kathy Swanson
Contemporary Issues in Literacy

Wendy Van Loy
Middle and Older Adult Development
Personality

Appendix

Handouts and Forms

Sun	Mon	Tue	Wed	Thu	Fri	Sat
SEPTEMBER				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
OCTOBER						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
NOVEMBER		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
DECEMBER				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

Sun	Mon	Tue	Wed	Thu	Fri	Sat
FEBRUARY			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
MARCH			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
APRIL						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
MAY	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

11.Are any of the community sites selected for the course appealing to you? _____YES
If NO, explain briefly: _____NO

12.Are there enough options for community sites? _____YES _____NO
If NO, explain briefly:

13.How many hours do you expect to be involved in community service this semester through your placement for this course? _____hours

14.Are you currently active in: (please specify)

_____a religious organization?_____	_____# hrs p/week
_____intramural sports?_____	_____# hrs p/week
_____intercollegiate sports?_____	_____# hrs p/week
_____student government?_____	_____# hrs p/week
_____a campus interest group?_____	_____# hrs p/week
_____community service?_____	_____# hrs p/week
_____other extracurricular activities?_____	_____# hrs p/week

15.Are you currently employed? _____YES _____NO

If YES, do you work on-campus? _____YES _____NO

If YES, how many hours a week do you usually work? _____hours

16.Before your involvement in this course, have you ever participated in any volunteer work or community service? _____YES _____NO

(Please check all that apply.)
If YES, did you participate
_____before high school?
_____while in high school?
_____while at Augsburg?
_____while at another college or university?
_____other,_____?

If YES, was it conducted through
_____a school based program?
_____a religious organization?
_____own initiative?
_____Augsburg Community Service Office?
_____other,_____?

If YES, briefly describe your service experience (name of organization, volunteer responsibilities and tasks, etc.):_____
_____

17.Have you ever participated in an internship? _____YES _____NO

If YES, was it at: (please specify)
_____a non-profit organization?_____
_____a for-profit organization?_____
_____a government agency?_____
_____other?_____

18.Do you expect to spend time volunteering after this semester is over? _____YES _____NO

USING THIS RATING SCALE, PLEASE ANSWER THE FOLLOWING:

Very extensively	Extensively	Somewhat	Very little	None
5	4	3	2	1

To what extent have your previous experiences **outside of college** thus far enabled you to:

Learn about a culture/cultures different than your own _____
Critically reflect upon your own values and bias _____
Improve your written communication skills _____
Improve your oral communication skills _____
Improve your critical thinking/analytical skills _____
Improve your problem solving skills _____
Understand how communities and cities work or function _____

Comments on the above section:

To what extent has your **college** experience thus far enabled you to:

Learn about a culture/cultures different than your own _____
Critically reflect upon your own values and bias _____
Improve your written communication skills _____
Improve your oral communication skills _____
Improve your critical thinking/analytical skills _____
Improve your problem solving skills _____
Understand how communities and cities work or function _____

Comments on the above section:

THANK YOU!

Guide to Service-Learning Sites and Student Responsibilities[1]

Before Your First Visit

Select a community organization from the list provided.

- Select something that you're interested in.
- If you have any questions about a particular site, call either Mary True or the contact person at the site.
- Select a site that is convenient for you.
- Select an organizations that has hours that work for you.

Call the contact person.

- Give your name, say that you are an Augsburg student, give the name of the class for which you are doing this service component.
- Ask what types of activities/projects, etc. you would be involved in if you decided to do your service assignment there.
- Ask what times during the day/evening/ weekend are available for you to work.
- Let the contact person know the number of hours that you can work at the site.
- Let the contact person know what you will need in terms of information for your class projects, etc.

Set a time for a first visit.

- Schedule an appointment to work well in advance of the actual work date.
- Confirm the service site address and ask for directions if you need them.
- If you are unable to work, call the site supervisor and give as much lead-time as possible (a minimum of 24 hours is necessary). The worksite depends on you to show up and do the agreed-upon work. it may be very difficult for them to find a replacement for you on short notice. (There are certain jobs where the work has to be done at a certain time. Someone must be present at the scheduled time to do the work.) Call the site supervisor directly and arrange an alternative date and time for your work.

At the Site

- Arrive on time and be prepared to work (e.g., wear appropriate clothing for the job).
- When in doubt about what you are to do, how to do it, or why to do it, ask the site supervisor directly for clarification.
- Fill out the "Community Service Assignment Time Record" each time you go to your community site and have your site supervisor sign the signature sheet each time before you leave the site.
- Make sure to schedule the time and date of your next work activity before you leave.

After You Leave for the Day

- Make entries in your journal as soon as possible after completing your work on a given day. The sooner you make your entries after completing the work, the more vivid and accurate your memories will be.

General Advice

- If any concerns emerge about the quality of your work experiences and/or the supervision you receive, contact Mary True at 330-1155 or call your instructor and discuss the matter with either or both of them.
- While you are at the service site, you are a representative of Augsburg College. Remember this and act accordingly.
- Do not give your home phone number or address to clients of the service site.
- Keep confidential information confidential. This rule holds true while you are at the site and afterwards when discussing site activities in class or with friends.

At the End of the Course

- Arrange to give copies of any papers or reports that you produce about the service experience to your site supervisor. They are very interested to know what you discovered or concluded as a result of your work. (The journal need not be given to the supervisor.)
- Thank your site supervisor either in person or in writing.

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[1] Adapted from guidelines developed by Norm Ferguson and Mary Laurel True

Community Service Assignment

Time Record

Name: _____

Agency: _____ Supervisor: _____

Course: _____ Semester: _____

Date	Time IN/OUT	# of Hours	What did you do?	Supervisor signature

For more information regarding Community Service at Augsburg College, please call the Community Service-Learning Program at (612) 330-1775.

Service-Learning Locator Form

(return to Mary True the second week of class)

Course Number and Name: _____

Instructor Name: _____ Semester and Year _____

Student Name (please print)	Service-Learning Site

COMMUNITY SERVICE EXPERIENCE EVALUATION

Course:_____

Community Service Site:_____

Site Supervisor:_____ # of hours:_____

I.USING THIS RATING SCALE, PLEASE ANSWER THE FOLLOWING:

Very extensively	Extensively	Somewhat	Very little	None
5	4	3	2	1

To what extent has your *community service experience* enabled you to:

Learn about a culture/cultures different than your own _____
Critically reflect upon your own values and bias _____
Improve your written communication skills _____
Improve your oral communication skills _____
Improve your critical thinking/analytical skills _____
Improve your problem solving skills _____
Understand how communities and cities work or function _____

Comments on the above section:

II. COURSE RELATEDNESS:

1.What is the most important thing you learned from your service experience?

2.How did this learning experience compare to doing the more traditional library term paper for a course?

3.Did your experiences help you gain a better insight into the material and concepts of the course? Please explain.

4.How do you feel about the service-learning component of this course? (Please circle the response closest to your feelings.)

very positive / somewhat positive / somewhat negative / very negative

5.Do you think that community service is a valuable and appropriate learning component within this course? _____YES _____NO

Community Service-Learning at Augsburg College:
A Handbook for Instructors
Version 1.0

Evaluation Form

Are you a faculty member at Augsburg College? no_____ yes _____

In the space below, please describe those things about the handbook that worked well for you and tell why they were useful. Also, please describe those things that did not work so well. Please give specific feedback on changes that need to be made to the handbook, and on additions that you would like to see in Version 2.0.

Please include your name and address if you wish to be notified when Version 2.0 is available.

Please send your evaluation to Service-Learning Handbook Evaluation, Center for Faculty Development, Augsburg College Campus Box 97, 2211 Riverside Avenue, Minneapolis, MN 55454 or e-mail your comments to littlefi@augsburg.edu