



Guide to Service-Learning

UNLV

Using the UNLV Guide to Service-Learning

This guide offers foundational information about service-learning as an effective pedagogy in advancing learning, student success, and social change. It is both a reference document and a primer on the many ways in which service-learning reflects and enhances UNLV's commitment to our students' success as well as the success and growth of our community.

This document supplements and extends the other ways that the Office of Service Learning and Leadership supports service-learning on campus (see [page 4](#)). As a well-established pedagogy with rich research and practice histories, this guide on service-learning is not exhaustive. We have, however, attempted to include both general service-learning practice and research as well as offering suggested resources and starting places for what service-learning best practices might look like in different disciplinary spaces. As always, the staff of the office is available for further consultation, dialogue, and support.

Sincerely,



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This guide was originally constructed modeling after - and drawing inspiration from - the [Carolina Center for Public Service's APPLS service-learning series: Guide to service-learning pedagogy](#).

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About the UNLV Office of Service Learning and Leadership

Website: <https://www.unlv.edu/sll>

The UNLV Office of Service Learning and Leadership (SLL) and many of its programs and services has existed in several iterations for more than fifteen years. We adopted our current naming, structure, and mission in the summer of 2018. The office is a part of Campus Life, within the Division of Student Affairs. Amongst other things, SLL serves as the hub for UNLV service-learning practice, offering faculty development workshops and design consultations for individual courses as well as whole academic programs. We support, assess, measure, track, and report on service-learning as a pedagogical practice across the UNLV curriculum.

Available services and resources in support of service-learning at UNLV

- 1:1 consultations
- Faculty workshops
- Course/program design assistance
- 'Service-learning 101' introductory workshops for classes
- Facilitating introductions/connections with potential community partners
- Waiver/liability forms (paper and electronic)
- Hours tracking
- Learning assessment
- Givepulse - an online service platform that can assist in connecting with community partners, managing volunteer liability forms, hours tracking, etc. (unlv.givepulse.com)
- Service-learning resource library including 'Service-Learning in the Disciplines,' a book series from Stylus; all books are available for loan

In addition to supporting service-learning on campus, we offer numerous co-curricular programs - listed on the following page - that help students discover self, learn in community, and influence systems while pursuing social justice.

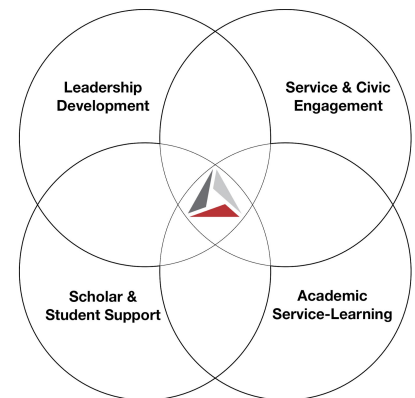
Office of Service Learning and Leadership Programs & Services

Leadership Development

- Leadership workshops, luncheons, and retreats.
- [LEAD Team](#) - a student council that delivers its own leadership development programming and learning opportunities for UNLV students.

Service & Civic Engagement

- [Alternative Break Trips](#) - an opportunity for UNLV students to engage in overnight to week-long intensive and service work with long-term community partners in the spring and summer academic break periods.
- DASH - twice-a-month programs that enable students easy entry points to assist with local food insecurity needs.
- Service Days - One large day of service per semester, connecting hundreds of UNLV students, staff, and faculty with local non profit partners for the day.
- [UNLV Campus Community Garden](#) - In partnership with Rebel Recycling, the UNLV Community Garden makes 39 plots available for use by UNLV students, faculty, and staff.
- [UNLVolunteers](#) - A student council that delivers its own programming and learning opportunities for UNLV students in five impact areas: Advocacy, Environment, Health & Wellness, Housing & Food Insecurity, and Youth.



Scholar & Student Support

- [Engelstad Scholars](#) - an endowed scholarship program for high-achieving students from historically underserved populations. Scholars are placed with a participating local non profit partner for the four years of their undergraduate degree and commit to 50+ hours of service per semester with this same partner.
- Fostering Scholars - A program to support current and former foster youth in the UNLV community.
- [UNLV HOPE Scholars](#) - A partnership between the Clark County School District, UNLV, and the Nevada Partnership for Homeless Youth, this program welcomes incoming local students experiencing housing insecurity - identified by the CCSD Title I program - to UNLV with 12-month residence hall space, financial scholarships, resources, and increased academic and social support structures.
- [HOPE Resources](#) - we support any student who is identified as experiencing food or housing insecurity on campus in conjunction with various on and off-campus partners.

Online Platforms

- GivePulse - unlv.givepulse.com - An online platform for community partners to post volunteer opportunities as well as a volunteer hours tracking system.
- TurboVote - unlv.turbovote.org - Free assistance with voter registration and automated reminders.

UNLV Service-Learning Framework

Defining and Understanding Service-Learning

Although specific understandings of service-learning pedagogy vary as the field has grown, the range of definitions has begun to converge on several core characteristics of service-learning. What is presented here are the most broad starting places for understanding service-learning. We encourage you to also closely consider the section on [Critical Service-Learning](#) as an important critique and reframe of traditional practice.

Below are two complementary definitions of service-learning used by UNLV:

Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.

- [Jacoby and Associates, 1996, p. 5](#)

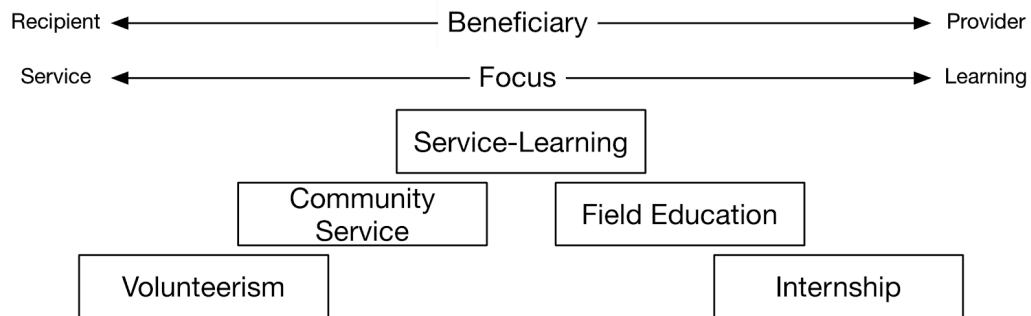
Service learning is a credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

- [Bringle & Hatcher, 1995, p. 222](#)

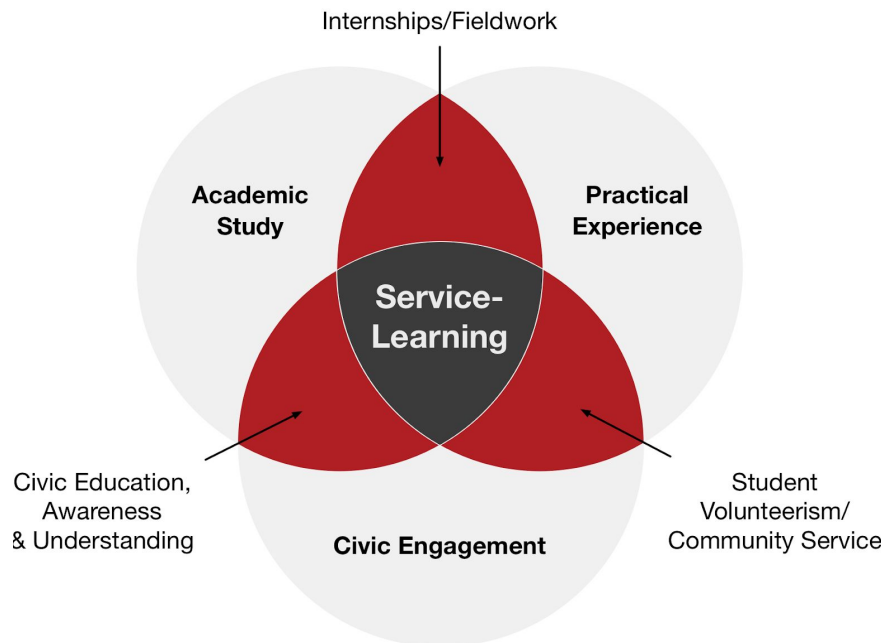
Service-learning is not simply another active learning strategy; it fundamentally enhances the experience of teaching and learning for both students and faculty. The service component and the learning component should complement each other; neither should be favored at the expense of the other. Service-learning courses should be as rigorous as comparable non-service-learning courses.

While some terms are used interchangeably, it is useful to better understand the meaning and intent of specific terms. The following two models help to distinguish service-learning from some related (and highly valuable) community-engaged pedagogies and educational practices.

Figure 1. Distinctions among service programs (from [Furco, 1996](#))



This diagram, adapted from [Heffernan \(2001\)](#), helps further situate and contextualize service-learning in education:



UNLV Service-Learning Criteria

Service-learning pedagogy is not appropriate for every course. However, it can be effective in any discipline.

The following set of six criteria were established in the fall of 2017 and should be thought of as the starting place for implementing service-learning at UNLV. It is anticipated that through experience, feedback, and a growing culture of service-learning practice on campus, these criteria may evolve in time. Presently, all six criteria must be fulfilled before a course may be formally recognized as a service-learning course at UNLV.

Course Design

1. **The relationship with the community partner is clearly articulated and mutually agreed upon.** It may be a one-time collaboration, but longer-term collaborations often yield more significant community impact and deeper student learning. Best practice is to involve the community partner as a close educational partner in the course design process from the beginning.
2. **The community need being addressed is clearly defined, preferably by the community (or community partner) itself.**
3. **The associated assignments stemming from the service-learning experience(s) must directly contribute to the student's course grade.**
4. **At least one course learning outcome is achieved through the service-learning experience.**

Service-Learning Implementation

5. **The service that students engage in must demonstrably benefit a public good.** Some internships, externships, placements, and other academic credit-bearing experiences that are primarily designed for workforce preparation or student professional development, while valuable, are not service-learning unless they expressly meet this criteria.
6. **Students must be guided through a meaningful opportunity to reflect on, make meaning of, and translate their experience to broader personal, course, or disciplinary contexts.** This may be done in any number of ways including but not limited to: direct facilitation, guiding reflective prompts, papers, journals, etc.

Principles of Good Practice

Principles of good practice for service-learning pedagogy

1. Academic credit is for learning, not for service
2. Do not compromise academic rigor
3. Establish learning objectives
 - *While establishing learning objectives for students is a standard to which all courses are accountable, it is especially necessary and advantageous to do so in service-learning courses; deliberate planning of course academic and civic learning objectives is required.*
4. Establish criteria for the selection of service placements (if the service-learning is not being driven by an established partnership with a particular community partner)
 - *Define acceptable service opportunities based on the content of the course*
 - *Ensure that activities to be undertaken connect with the academic and civic-learning objectives of the course*
 - *Ensure that students will have enough time to gain what you want them to gain on-site*
 - *Always ensure that assigned community projects meet real needs in the community as determined by the community*
5. Provide educationally-sound learning strategies to harvest community learning and realize course learning objectives
 - *Learning interventions that promote critical reflection, analysis, and application of service experiences enable learning. To make certain that service does not underachieve in its role as an instrument of learning, careful thought must be given to learning activities that encourage the integration of experiential and academic learning.*
6. Prepare students for learning from the community
 - *Faculty can provide: (1) learning supports such as opportunities to acquire skills for effectively making meaning of the service context (e.g., participant-observer skills), and/or (2) examples of how to successfully complete a related assignment.*
7. Minimize the distinction between the students' community learning role and classroom learning role
 - *Alternating between a passive learner role in the classroom and the active learner role in the community may challenge and even impede student learning. Ensuring that both learning environments are structured in an active-learning manner is the best solution.*
8. Rethink the faculty instructional role
 - *An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward mixed pedagogical methods that include learning facilitation and guidance. Exclusive or even primary use of*

traditional instructional models, e.g., a banking model ([Freire, 1970/2006](#)), interferes with the promise of learning in service-learning courses.

9. Be prepared for variation in - and some loss of control with - student learning outcomes
 - *In service-learning courses, given variability in service experiences and the influential role in student learning, you can anticipate greater variety in student learning outcomes and, thus, compromises to faculty control. Discussions will be less predictable and the content of student papers less homogeneous.*
10. Maximize the community responsibility orientation of the course
 - *While most traditional courses are ultimately organized for private learning that advances the individual student, service-learning instructors should consider employing learning strategies that will complement and reinforce the civic lessons from the community-based experience. For example, efforts to convert from individual to group assignments, and from instructor-only to instructor and student review of student assignments, re-norms the teaching-learning process to be consistent with the civic orientation of service-learning.*

Adapted from:
[Howard, J. \(2001\)](#)

Six Models of Service-Learning

Service-learning courses can be constructed (or re-constructed) by employing different models of service-learning. While there are many to draw upon, most fall within the following six categories:

1. 'Pure' Service-Learning
 - Students engage with the community under the guidance of a particular community partner, fulfilling a community need and connect their experience to course learning goals through reflective practices. This may be one-time or ongoing.
2. Discipline-based Service-Learning
 - Students serve in the community throughout the semester and reflect on their experiences on a regular basis using course content and discipline-based perspectives as a basis for their analysis and understanding
3. Problem-based Service-Learning
 - According to this model, students (or teams of students) serve in the community, typically through a community partner, as "consultants" working for a "client" to apply their conceptual learning and achieve a pre-identified outcome
4. Capstone Courses
 - Students draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community
 - The goal of capstone courses is usually either to explore a new topic or to synthesize students' understanding of their discipline
5. Service Internships
 - Students work as many as 10 to 20 hours a week in a community setting, charged with producing a body of work that is of value to the community or site and aligned with their area of academic study
 - Differentiating these from other internships, service internships integrate regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories
6. Community-based Action Research (also: Community-based Participatory Research)
 - Students work closely with faculty members to learn and apply research methodology while serving as advocates for communities (research that seeks to both understand and change)
 - Community-based action research can be most effective with independent study or small classes
 - Community-based participatory research is most closely aligned with the principles of reciprocity found in service-learning practice, since in this model the community actively shapes and contributes to the research process (reciprocity and mutuality)

Adapted from:
[Heffernan, K. \(2001\)](#)

Situating Service-Learning in the Broader UNLV Context

The number of service-learning classes is now one of UNLV's annual core metrics in its accreditation process and the Top Tier initiative. So, too, is the number of service hours (both academic and co-curricular), which service-learning courses contribute to. As a high-impact teaching practice, service-learning directly advances the first goal of student success and the fourth goal of community partnerships under the Top Tier initiative.

While important in these respects, service-learning is but one of many ways in which UNLV and its surrounding communities come together. This broad array of activities falls under the larger umbrella of 'community engagement,' which is explored further in the passage below:

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

- [Carnegie Foundation for the Advancement of Teaching \(January 2018\)](#)

Faculty and Instructor Expectations

Teaching and learning - *utilize service-learning as a pedagogy, not simply a learning tool*

- As a pedagogy, service-learning transforms both the teaching and learning experience for faculty and students
- Service-learning should not be considered a separate course component, but rather integrated throughout the structure of the syllabus and class activities with identified learning outcomes and assessment

Meaningful partnerships - *create and maintain authentic partnerships with community organizations*

- Meaningful partnerships are established through relationships, which begin with open and regular communication. This includes having conversations with community partners about how each of the course goals and needs can be aligned with one another
- In addition, faculty and instructors should send the course syllabi to all community partners and maintain ongoing contact throughout the semester
- A discussion between faculty and community partners should determine if and how partners will evaluate students at the end of the semester
- Faculty are encouraged to attend events hosted by the Office of Service Learning and Leadership throughout the semester to cultivate and reinforce meaningful community partnerships

Preparing students - *cultivate the value of service-learning in the course*

- Including and integrating information about service-learning in the syllabus helps frame the experience for students and provides a better understanding of what to expect. Sending an email to enrolled students prior to the beginning of the semester can also help clarify information and expectations about service-learning and the course
- The Office of Service Learning and Leadership offers [information to include in syllabi](#) or distribute through email.
- Time should be devoted during class to prepare students for serving and partnering effectively with communities

Adapted from:
[Carolina Center for Public Service](#)

Traditional vs. Critical Service-Learning

As with any pedagogy, service-learning is implemented in multiple ways, and multiple factors including the lens that each faculty member and community partner has in the process, the context and content of the course, and the needs of the community all affect how the service-learning experience is designed and implemented.

Despite the practical need for this flexibility in approach, a number of researchers and practitioners have called attention to the potential shadow sides of service-learning done without a broader exposure to root causes. [Chesler \(1995\)](#) calls for mindfulness about the limitations of engaging without making an effort at also addressing causes of the problems centered in the service:

Service-learning does not necessarily lead to improved service, and it certainly does not necessarily lead to social change. As students fit into prescribed agency roles for their service work they typically do not challenge the nature and operations or quality of these agencies and their activities. As we do service that primarily reacts to problems - problems of inadequate education, of under-staffed and under-financed health care, of inadequate garbage collection service, of failing correctional institutions - our service does not focus on challenges or directing attention to changing the causes of these problems. (p. 139).

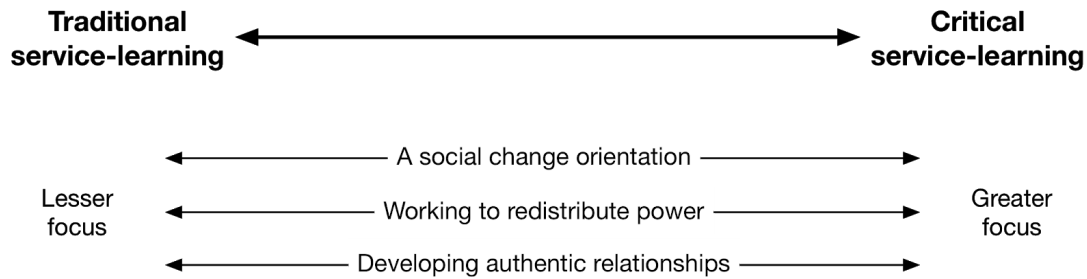
Similarly, [Pompa \(2002\)](#) offers a caution that service-learning runs the risk of perpetuating inequalities that it purports to tackle:

Unless facilitated with great care and consciousness, 'service' can unwittingly become an exercise in patronization. In a society replete with hierarchical structures and patriarchal philosophies, service-learning's potential danger is for it to become the very thing it seeks to eschew. (p. 68)

With these concerns in mind, [Mitchell \(2008\)](#) makes the assertion that in both literature and practice there are two generalizable approaches to service-learning: traditional and critical. In traditional service-learning, service occurs without attention to systems of inequality, whereas a critical approach is unapologetic in its aim to dismantle structures of injustice. These two approaches are in fact two ends of a continuum, wherein the practice service-learning initiatives can be located at any place between these two absolute points. Further, Mitchell argues that where a service-learning project is located is informed by three elements (illustrated further in Figure 2):

1. The degree to which power is distributed in the service-learning relationship
2. The types of relationships that characterize the service-learning initiative (authentic vs. transactional), and
3. The degree to which all partners (community, faculty, and students) are working from a social change perspective.

Figure 2: Traditional vs. Critical Service-Learning



Continuing in this call for being mindful of the potential shadow-sides of service-learning, the following extended passage from Mitchell (2008) is worth continuing reflection by all service-learning practitioners:

Without the exercise of care and consciousness, drawing attention to root causes of social problems, and involving students in actions and initiatives addressing root causes, service-learning may have no impact beyond students' good feelings. In fact, a service-learning experience that does not pay attention to those issues and concerns may involve students in the community in a way that perpetuates inequality and reinforces an "us-them" dichotomy. Further, such interpretations of service-learning (ironically) service to mobilize and bolster privileged students to participate in and embrace systems of privilege (Brown, 2001), preserve already unjust social structures (Roschelle, Turpin, & Elias, 2000), and may act to "normalize and civilize the radical tendencies" of our constituent communities, students, and ourselves (Robinson, 2000, p. 146). (p. 51)

A study by Wang and Rodgers (2006) shows that a social justice approach to service-learning results in more complex thinking and reasoning skills than traditional service learning

The Office of Service Learning and Leadership encourages a critical service-learning approach, but recognizes that in practice UNLV service-learning pedagogy will be inclusive of the full spectrum of service-learning approaches. Each faculty member must decide where they wish to fall on the continuum and what is the best fit for their course. However, the [UNLV service-learning criteria](#) lean towards a critical approach with a focus on reciprocity, mutuality, and long-term relationships.

The *learning* in service-learning is driven by reflection, and this guide contains a wide array of resources that encourage critical reflective practice in both students and instructors.

Adapted from:
[Mitchell \(2008\)](#) & [Mitchell \(2015\)](#)

Course Planning & Design

Service-Learning Course Components

Each service-learning course is unique and driven by the academic content and goals established for the course. However, there are several basic practices and approaches that we encourage to be a part of every service-learning course, which are outlined below:

Relevance

The community experience relates to the academic content of the course and is specifically identified by the community/community partner as beneficial.

Purpose

The goals and objectives of the service-learning experience are clearly articulated, describing anticipated outcomes for both students and community partners.

Partnership-building

Faculty and instructors should communicate with community partners prior to the start of the semester and throughout the semester. Service should be in and with the community - responding to community identified needs and opportunities - and offer an opportunity for both recipients and community partners to be involved in the evaluation of the service.

Sustained service

At this point in time no minimum hours requirement is in place for UNLV service-learning courses and faculty are invited to set requirements as they see fit. However, it should be noted that best practice indicates at least 10 hours per student and we encourage setting this bar as high as you feel reasonable for your student population.

Preparation

Service-learning experiences for students should be clearly described including information about the community organization, students' role as volunteers, and best practices for working in collaboration with community members. The Office of Service Learning and Leadership offers 30 or 60 minutes 'Service-Learning 101' workshops that help student prepare to engage effectively and respectfully. With enough notice these can be delivered in courses prior to students engaging in their service work.

Integration

Academic content and service experiences are integrated in both the teaching and assessment of student learning. Integrated content and experiences provide students with opportunities for critical reflection, an essential component in deepening learning for students.

Discipline-centered

Knowledge from the discipline enhances the understanding of the service experience and the service experience enhances understanding of academic content.

Rigor and assessment

The integration of service-learning should not compromise the academic rigor of the course; student learning should be enhanced from the service. Students should be evaluated based on the evidence they produce on learning through academic products and not for participation in the service alone.

Adapted from:

[Carolina Center for Public Service](#)

Service-Learning Course Rubric

This document is intended to engage faculty and instructors in the process of building capacity from the beginning to the advanced stages of service-learning pedagogy. This rubric is intended to begin conversations around areas that can be further developed while also identifying those areas where faculty and instructors are fully engaged and operating at an advanced capacity. Faculty and instructors are invited to explore this rubric to identify one's current capacity in service-learning and potential areas for growth.

Service-Learning...	Advanced	Developing	Emerging
Integrates with the academic curriculum	Service-learning is a defining instructional strategy throughout the course connecting a majority of the content	Service-learning is a teaching technique used in the course, but is not fully integrated with a majority of course content	Service-learning is part of the course, with connections to a small portion of course content
Links to curricular content	Service aligns with and enhances curricular content	Service has a clear and direct link to most of the curriculum	Service indirectly and inconsistently links to the curriculum
Collaborates and partners with the community	Active and direct collaboration with the community by the instructor and student in the design and implementation of the course	Community members act as consultants (rather than collaborators) as the service-learning course develops	Community members are informed of the course, but are minimally involved in the design; seen as placement opportunities rather than educational partners
Meets community identified needs and opportunities	Community needs are central to the course; the community is involved throughout the course to identify and assess needs and opportunities	Community needs are somewhat central to the course; the community is consulted to discuss needs and opportunities but no further communication is involved	Community needs are not central to the course; the community has been minimally contacted to discuss needs and opportunities
Facilitates active and critical student reflection	Students think, share, and create significant reflective products as evidence of learning	Students engage in critical, reflective learning but do not demonstrate evidence of it through products or assignments	Students do not engage in deeper or more critical reflective learning throughout the course

Adapted from:
[Carolina Center for Public Service](#)

Course Planning Timeline

Year before:

- Propose new course designation and title; identify course goals and objectives
- Research possible community partners; begin developing relationships
- Consult with Office of Service Learning and Leadership for course design assistance, help with navigating administrative and structural challenges, and funding ideas

Semester before:

- Begin working with community partner(s)
- Draft syllabus, course goals, assignments and assessments
- Continue working with the Office of Service Learning and Leadership:
 - Meet guidelines for service-learning course designation
 - Office of Service Learning and Leadership will determine formal Service-Learning designation

Month before:

- Send introductory email to students about the course and link to the Office of Service Learning and Leadership website
- Finalize assignments, include a service-learning definition and Office of Service Learning and Leadership information in the syllabus.
- Agree on scheduled contact dates to check in with community partner(s)
- Share syllabus with community partner and meet face-to-face to finalize plans (or attend Office of Service Learning and Leadership connection events if applicable).

During Semester:

- Week 1: Begin preparing students for service-learning and share service-learning opportunities
- Week 2: Student/community partner matching; confirm student placements with community partner(s)
- Week 3-4: Students begin service, submit the service-learning agreement.
- Week 4-5, 8, 12: Faculty and instructors check in with community partner(s), mid-semester student assessment of course/partner, if not performing more frequent assessments

End of semester:

- Assessment/evaluation of student from community partner
- End of semester faculty debriefing with community partner on the course/community partner relations
- Thank your partner in some tangible way: a letter, a cup of coffee, or lunch together are always appreciated

Adapted from:
[Carolina Center for Public Service](#)

Service-Learning Syllabi Additions

To better assist students in fully understanding the service-learning experience, we recommend that faculty and instructors include the following information in the syllabus. This will help students better prepare for the service and will assist in the integration of service into the course.

Service-learning is...

- A method by which students learn through active participation in thoughtfully organized service
- A reciprocal collaboration between campus and community organizations in partnership to address identified needs or opportunities
- A teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and developing civic responsibility

Adapted from:
[Carolina Center for Public Service](#)

Course Goals & Objectives

Course Goals

Course goals are broad, general outcomes that students should be able to perform as a result of experiences they undergo in a course (and should appear as part of the overall course description in the syllabus). Goals should be written in such a way that evaluation of the outcomes is implied or can be foreseen.

Examples:

By the end of the course, students should be able to:

- 1. Critically analyze a work of art.*
- 2. Perform and interpret microscopic urinalysis.*
- 3. Use principles of behavioral psychology to interpret real-life events.*
- 4. Evaluate the impact of stereotypes of non-Western cultures on American Society policies.*
- 5. Develop an individualized nutrition plan and modify it if necessary.*
- 6. Establish causal relationships between potential risk factors and disease in a community.*

Objectives

Objectives are very specific outcomes that enable students to achieve the general course goals (and therefore are associated with particular units, lessons, or class meetings in the syllabus). Objectives should be written in terms of particular student behaviors so that the evaluation methods are explicit.

Examples:

- 1. Recall the appropriate terminology used to describe and critique oil paintings.*
- 2. Classify examples of political events that determined historical outcomes.*
- 3. Identify the assumptions underlying community interactions.*
- 4. Write a logically organized essay against or in favor of euthanasia.*
- 5. Use a sphygmomanometer and stethoscope to measure blood pressure.*
- 6. Describe the difference between a sodium atom and sodium ion.*

Adapted from:
[Carolina Center for Public Service](#)

Six Outcome Areas in the Civic Learning Spiral

The following six categories of outcomes are identified in the 2009 book by Jacoby and Associates, *Civic engagement in higher education: Concepts and practices*, and are recommended as starting places to consider in developing your SL course learning objectives.

- Self
 - *Understanding that the self is always embedded in relationships, a social location, and a specific historic moment*
 - *Awareness of ways one's identity is connected to inherited and self-chosen communities*
 - *Ability to express one's voice to effect change*
 - *Disposition to become active in what a person cares about*
 - *Capacity to stand up for oneself and one's passionate commitments*
- Communities and Cultures
 - *Appreciation of the rich resources and accumulated wisdom of diverse communities and cultures*
 - *Understanding how communities can also exclude, judge, and restrict*
 - *Curiosity to learn about the diversity of groups locally and globally*
 - *Willingness to move from the comfort zone to the contact zone by transgressing boundaries that divide*
 - *Capacity to describe comparative civic traditions expressed within and by different cultural groups*
- Knowledge
 - *Recognition that knowledge is dynamic, changing, and consistently reevaluated*
 - *Understanding that knowledge is socially constructed and implicated with power*
 - *Familiarity with key historical struggles, campaigns, and social movements to achieve the full promise of democracy*
 - *Deep knowledge about the fundamental principles of and central arguments about democracy over time as expressed in the United States and other countries*
 - *Ability to describe the main civic intellectual debates within one's major*
- Skills
 - *Adeptness at critical thinking, conflict resolution, and cooperative methods*
 - *Ability to listen eloquently and speak confidently*
 - *Skills in deliberation, dialogue, and community building*
 - *Development of a civic imagination*
 - *Capacity to work well across multiple differences*
- Values
 - *Serious exploration of and reflection about core animating personal values*
 - *Examination of personal values in the context of promoting the public good*
 - *Espousal of democratic aspirations of equality, opportunity, liberty, and justice for all*
 - *Development of affective qualities of character, integrity, empathy, and hope*
 - *Ability to negotiate traffic at the intersection where worlds collide*
- Public Action
 - *Understanding of, commitment to, and ability to live in communal contexts*

- *Disposition to create and participate in democratic governance structures of school, college, and the community*
- *Disciplined civic practices that lead to constructive participation in the communities in which one lives and works*
- *Formulation of multiple strategies for action (service, advocacy, policy change) to accomplish public ends/purposes*
- *Planning, carrying out, and reflecting upon public action*
- *Development of the moral and political courage to take risks to achieve the public good*
- *Determination to raise ethical issues and questions in and about public life*

Adapted from:
[Musil, C. \(2009\).](#)

Assessment & Evaluation

Transparency in Learning and Teaching

Note: Additional information, examples, and resources available at <https://tilthighered.com> and <https://www.unlv.edu/provost/transparency>

Transparent teaching methods help students understand how and why they are learning course content in particular ways while ensuring that they have a clear understanding of success. The following structure - clarifying *purpose*, *task*, and *criteria* for all assignments - is a cornerstone of this teaching pedagogy. Incorporating it as a regular form of formative assessment prior to each assignment or major activity will help you ensure that students are aware of what they need to know and do in order to be successful.

Before you are done introducing an assignment or class activity, ask the students to articulate the following. If they are unable to do so, pause and go over whatever is needed to be covered again until they are able to articulate all points.

Purpose

- Skills students will practice by doing this assignment
- Content knowledge students will gain from doing this assignment
- How students will use these in their lives beyond the context of this course, in and beyond college

Task

- What students should do
- How students will do it (Are there recommended steps? What roadblocks/mistakes should they avoid?)

Criteria

- Checklist
 - How will they know they're on the right track?
 - How will they know they're doing what is expected?
- Multiple real-world examples of successful work, discussed in class
 - What's good/better/best about these examples?
 - Students should use the checklist (above) to identify the successful parts.

In addition to the above model, faculty are encouraged to employ at least one additional strategy from the following list:

- *Discuss assignment learning goals and design rationale before students begin each assignment*
 - Begin each assignment by defining the learning benefits to students (skills practiced, content knowledge gained, the tasks to be completed, the criteria for success)
 - Provide criteria for success in advance
 - Offer examples of successful work, and annotate them to indicate how criteria apply
- *Invite students to participate in class planning and agenda construction*
 - Give students an advanced agenda (2 or 3 main topics) 1-2 days before class, and ask them to identify related sub topics, examples or applications they wish to learn about
 - Review the agenda at the outset of each class meeting, including students' subtopics
 - Explicitly evaluate progress toward fulfilling the agenda at conclusion of each class meeting
 - In large courses, a class committee gathers and contributes students' subtopics to agendas
 - Inform students about ideas and questions to be discussed in upcoming class meetings
- *Gauge students' understanding during class via peer work on questions that require students to apply concepts you've taught*
 - Create scenarios/applications to test understanding of key concepts during class
 - Allow discussion in pairs, instructor's feedback, and more discussion
 - Provide explicit assessment of students' understanding, with further explanation if needed, before moving on to teach the next concept
- *Explicitly connect "how people learn" data with course activities when students struggle at difficult transition points*
 - Offer research-based explanations about concepts or tasks that students often struggle to master in your discipline
- *Engage students in applying the grading criteria that you'll use on their work*
 - Share criteria for success and examples of good work (as above in "discuss assignments' learning goals"), then ask students to apply these criteria in written feedback on peers' drafts
- *Debrief graded tests and assignments in class*
 - Help students identify patterns in their returned, graded work: what kinds of test questions were missed; what types of weaknesses characterize the assigned work
 - Let students review any changes or revisions they made, and whether these resulted in improvements or not

- Ask students to record the process steps they used to prepare for the exam or complete the assignment, and to analyze: which parts of the process were efficient, effective, ineffective
- *Offer running commentary on class discussions, to indicate what modes of thought or disciplinary methods are in use*
 - Explicitly identify what types of questioning/thinking and what skills of the discipline your students are using in each class meeting
 - Invite students to describe the steps in their thought process for addressing/solving a problem
 - Engage students in evaluating which types of thinking are most effective for addressing the issues in each class discussion

Adapted from:

<https://www.unlv.edu/provost/transparency>

and other resources available on

<https://www.unlv.edu/provost/transparency/tilt-higher-ed-examples-and-resources>

Bloom's Taxonomy Verb List

When developing course goals and objectives, it is important to consider appropriate language to convey the associated outcomes. Bloom's Taxonomy offers verbs which can be associated with various types of learning, and often can build on one another. Consider this list as you move students from understanding knowledge, to learning how to apply and synthesize the information. NOTE: Depending on context, use, and intent, some verbs may apply at different levels. This list is simply intended to provide some ideas for stating goals and objectives.

1. Knowledge

Arrange	Name
Define	Order
Duplicate	Recognize
Identify	Relate
label	Recall
List	Repeat
Memorize	Reproduce

4. Analysis

Analyze	Differentiate
Appraise	Discriminate
Calculate	Distinguish
Categorize	Examine
Compare	Experiment
Contrast	Question
Criticize	Test

2. Comprehension

Classify	Locate
Describe	Recognize
Discuss	Report
Explain	Restate
Express	Review
Identify	Select
Indicate	Translate

5. Synthesis

Arrange	Formulate
Assemble	Manage
Collect	Organize
Compose	Plan
Construct	Prepare
Create	Propose
Design	Set up

3. Application

Apply	Operate
Choose	Practice
Demonstrate	Relate
Dramatize	Schedule
Employ	Sketch
Illustrate	Solve
Interpret	Use

6. Evaluation

Appraise	Evaluate
Argue	Judge
Assess	Predict
Attach	Rate
Choose	Score
Compare	Select
Defend	Support
Estimate	Value

Adapted from:
[Carolina Center for Public Service](#)

Sample Analytic Rating Scale Rubric

	Exemplary (4)	Meets (3)	Emerging (2)	Unmet (1)
<u>Self</u> - <i>Understanding that the self is always embedded in relationships, a social location, and a specific historic moment</i>				
<u>Communities & Cultures</u> - <i>Appreciation of the rich resources and accumulated wisdom of diverse communities and cultures</i>				
<u>Knowledge</u> - <i>Recognition that knowledge is dynamic, changing, and consistently reevaluated</i>				
<u>Skills</u> - <i>Adeptness at critical thinking, conflict resolution, and cooperative methods</i>				
<u>Values</u> - <i>Serious exploration of and reflection about core animating personal values</i>				
<u>Public Action</u> - <i>Formulation of multiple strategies for action (service, advocacy, policy change) to accomplish public ends/purposes</i>				

UNLV Student Service-Learning Assessment Items

In an effort to measure in a consistent manner across all recognized service-learning courses, all students enrolled in a UNLV service-learning course will be invited to respond to a Likert-scale questionnaire with the following items included (headers added for clarification):

Academic Learning

- I have been able to translate my learning to actions in my communities.
- I have improved my ability to think critically about topics in my communities.
- I have gained experience relevant to my chosen career path.

Interpersonal/Communication Skills

- I have improved my ability to communicate with people different than myself.
- I have improved my ability to work well with others.

Organizing and Learning

- I feel better prepared to play a leading role in group settings.
- I can better work with others toward a clear, common goal.
- I better appreciate how diverse groups can generate creative solutions.

Self-Awareness and Development

- I can more critically reflect on my skills and abilities.
- I have become more open to new and different ideas.

Diversity/Inclusion

- I can better understand how identities (such as cultural background, gender, race, sexual orientation, class, age and/or other differences) can increase or limit access and opportunity in society.
- I have explored perspectives different from my own.
- I have a greater understanding of how my personal actions can either promote or hinder inclusiveness and equity in my communities.

Student Perceptions of Community

- I have a greater understanding of the challenges facing my communities.
- I have a greater understanding of the wisdom and experience already present within my communities.
- I better understand how to implement positive social change in my communities.
- I have increased empathy for others.

Social/Civic Responsibility

- I have an increased desire to engage in my communities.
- I have an increased sense of my responsibility to my own communities.
- I can better articulate my role in making my communities equitable and successful.

Resources for Innovative Assignment Design at UNLV

Lied Library

General and discipline-specific research advising:

<http://guides.library.unlv.edu/appointments/librarian>

Technology: (audio and video production, posters, large format printing, data visualization, geographic information system (GIS), and much more

<http://guides.library.unlv.edu/appointments/technology>

Note:

- Add Bloom's Cognitive vs. Affective domains slide from Melissa's faculty presentation?
- Practice Supports Learning slide (From Indiana Center for Teaching & Learning)

Digital Service-Learning

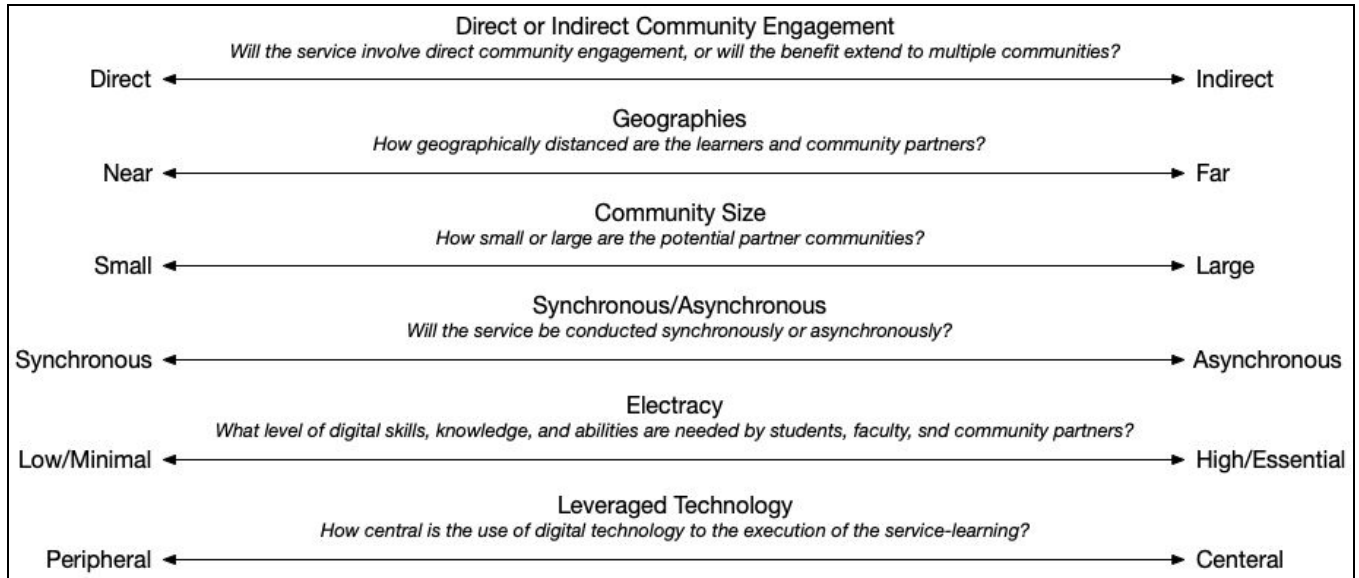
Service-Learning can be a powerful and effective pedagogy in educational spaces beyond the traditional face-to-face classroom. This section highlights some of the recent research and resources related to integrating service-learning in online and digital spaces. As UNLV increases its presence in online education, this is an important area of growth for academic departments. Additionally, many of the resources here can easily be incorporated into face-to-face or hybrid delivery settings.

Distinguishing between online and digital service-learning

Planning for digital service-learning

Each digital service-learning course may contain unique contexts that must be considered when designing it. Eaton & Leek (2019) recommend mapping out your digital service-learning course on the following continuums to help you consider appropriate platforms to use, assignments to create, etc.

Continuums of digital service-learning



As you identify the contexts of your course, students, and communities, consider how these factors will help inform the decisions you make about the design of your service-learning project(s).

Online resources for digital service-learning

Platforms for engagement projects and volunteering:

- *Amara* - www.amara.org - Free platform to creating subtitles and captions.
- *Bloom* - www.bloomlibrary.org - Software that enables the easy creation of books including language translation
- *Khan Academy* - www.khanacademy.org/contribute - A platform to contribute freely accessible educational videos.
- *LibriVox* - librivox.org - Free public domain audiobooks. Students can volunteer to read and record a book, making it publically available online.
- *Missing Maps* - www.missingmaps.org - An open, collaborative project to help map areas where humanitarian organizations are trying to meet the needs of vulnerable people.
- *Smithsonian Digital Volunteers* - <https://transcription.si.edu/about> - Volunteer with the Smithsonian to help meet their transcription needs.
- *Story Jumper* - www.storyjumper.com - Easily publish story books.
- *Wikimedia* - <https://wikimediafoundation.org/our-work/wikimedia-projects/> - A volunteer-led open access non profit with multiple ways to engage. Includes Wikipedia, Wikibooks, Wiktionary, Wikiquote, and many others.

Finding online opportunities to engage:

- *Idealist* - www.idealist.org - A platform to connect people and organizations. Includes jobs, internships, and volunteer opportunities.
- *Do Something* - www.dosomething.org - A digital platform to connect young people with volunteer, social change, and civic action campaigns.
- *GivePulse* - unlv.givepulse.com - A contracted platform that supports any UNLV staff, faculty, or student in identifying local volunteer opportunities. Non-profit community partners can post opportunities for free. Can also help identify volunteer opportunities beyond the Las Vegas valley.
- *Online Volunteering* - www.onlinevolunteering.org - Managed by the United Nations Volunteers. A rich compendium of vetted online volunteering opportunities. Categories include translation, writing and editing, art and design, teaching and training, research, technology development, and more.
- *Volunteer Match* - www.volunteermatch.org - Volunteer discovery resource. Includes specific search for online volunteer opportunities.

Related online education resources

- *MERLOT* - www.merlot.org - A collection of resources for online education, supported by the California State University System.
- *Online Learning Consortium* - www.onlinelearningconsortium.org - A collaborative community of higher education members dedicated to advancing quality digital teaching and learning experiences.

Adapted from:

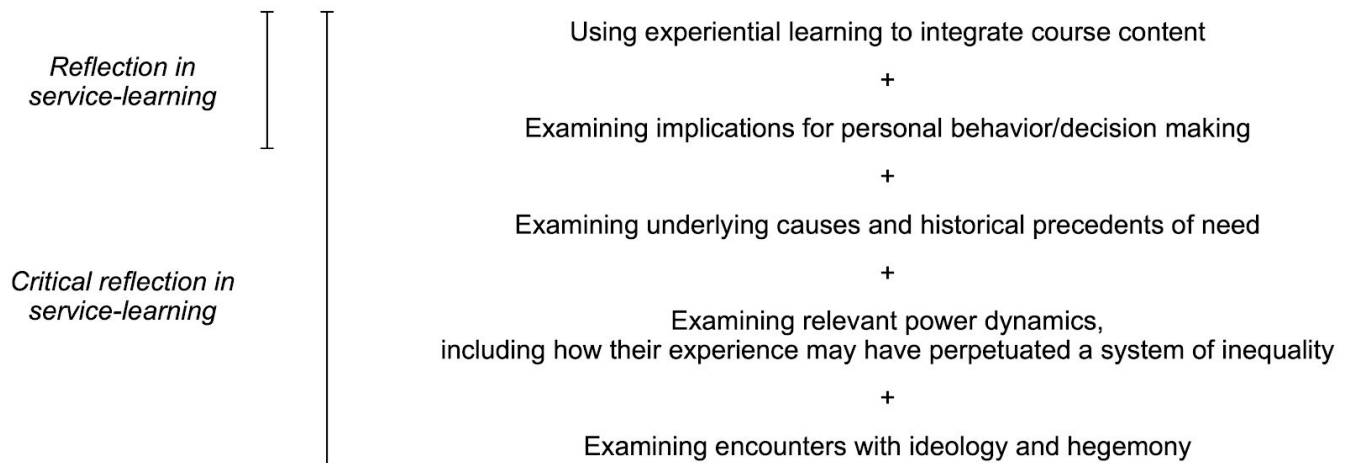
[Digital Service Learning presentation, handout, and resources](#)

Prepared by Lance Eaton & Danielle Leek, licensed under [CC BY-SA 4.0](#)

Developing Students' Capacity for Critical Reflection

Reflection is another term for integrating learning; it's the formal act of integrating course content with the experiential learning from the service through writing, talking, or otherwise processing and making connections. It is a crucial part of the service-learning course and should be intentionally and strongly built into its structure.

Further, we encourage instructors to actively model and foster *critical* reflection, which is illustrated by integrating the following additional ingredients to the 'recipe' identified above:



Principles of reflection in community based learning

- All partners model, participate in, and benefit from the reflection process.
- Reflection activities are designed to connect off-campus experiences and classroom learning.
- Course outcomes provide a foundation for each off-campus activity. Each reflection activity has desired outcomes that relate to the course outcomes.
- Opportunities for reflection are intentionally designed, and integrated throughout the course, both in and outside the classroom.
- Community partners and faculty agree on the content and process (design, implementation, assessment) of reflection activities and assignments (at a minimum, those that involve the community partner).
- Opportunities for engaging in reflection in culturally relevant ways, that are meaningful for a diversity of students, are provided (e.g. artistic, more/less structured, affective as well as cognitive, oral, written).
- Reflection activities guide students in examining their own perspectives and assumptions about themselves, their community, and the organizations and people they are working with in the community, and the impact of these perceptions on their service.
- Relationships among power, privilege, prejudice, oppression, root cause of inequity, the service they are engaged in, as well as the academic content they are studying are intentionally explored.
- Reflection activities invite students to consider their goals as community/civic-oriented people.
- Reflection activities are designed to facilitate exploration of self, community and issues rather than ask students to develop premature solutions to complex challenges.
- Each student is both challenged and supported throughout the reflection process.

Adapted from:
[Rice, K. \(2005\)](#)

Reflection Strategies

Consider one or more of the following reflection strategies/tools that can facilitate critical reflection with your students:

Journaling/Logs

- A Weekly Log: A simple listing of the activities completed each week at the service site. This is a way to monitor work and provide students with an overview of the contribution they have made during the semester.
- Class journal: Ask students to post entries about their community experiences, respond or comment on one another's experiences, react to assigned readings and connect ideas or threads in the discussion. This writing can be highly student-directed or highly instructor-moderated depending on your course goals. Orchestrating and shifting roles (some write new posts, some respond to others' writing) can enrich the conversation. Clarifying the purpose and audience for the writing is important for success.
- Critical incident journal: This focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: *Describe a significant event that occurred as a part of the service-learning experience. Why was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior?* Another set of questions for a critical incident journal includes the following prompts: *Describe an incident or situation that created a dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response?*
- Dialogue journal: Students submit journal pages (paper or electronic entries) to the instructor for comments every two weeks. While labor intensive for the instructor, this can provide regular feedback to students and prompt new questions for students to consider during the semester. Dialogue journals also can be read and responded to by a peer.
- Double-entry journal: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussion or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experience and course content.
- E-mail reflections: This is a way to facilitate reflection with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Instructors can post questions for consideration and topics for directed writings. Optionally, a log of the e-mail discussions can be printed as data to the group about the learning that occurred from the service experience.

- Highlighted journal: Before students submit their reflective journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts and terms discussed in the text or in class. This makes it easier for both the student and the instructor to identify the academic connections made during the reflection process.
- Key-phrase journal: The instructor provides a list of terms and key phrases at the beginning of the semester for students to include in journal entries. Evaluation is based on the use and demonstrated understanding of the term.
- Personal Narratives: These are based on journal entries written regularly during the semester. Students create a fictional story about themselves as a learner in the course. This activity sets a context for reflection throughout the semester with attention directed to a finished product that is creative in nature. Personal narratives give students an opportunity to describe their growth as a learner.
- Three-part journal: Each page of the weekly journal entry is divided into thirds; description, analysis, application. In the top section, students describe some aspect of the service experience. In the middle section they analyze how course content relates to the service experience, and in the application section students comment on how they experience and course content can be applied to their personal or professional life.

Prompted writing

- Directed writings: These ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (e.g., quotes, statistics, key concepts) and structures a question for students to answer in 1-2 pages. A list of directed writings can be provided at the beginning of the semester.
- Ethical Case Studies: Case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. Students write up a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or even that created the ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond.
- Exit Cards: These are brief note card reflections turned in at the end of each class period. Students are asked to reflect on disciplinary content from class discussion and explain how this information relates to their service involvement.
- Five-minute in-class writings: At the beginning of class, ask students to respond to a question related to the day's topic and their community experiences. Let them write for five-minutes, then conduct a class discussion addressing the question.

- Observation paragraphs: Each class meeting, assign a few students to express something they have observed from their experience in one paragraph and make copies for the whole class (or distribute through a listserv). At some point in the semester, ask students to write another paragraph that responds to another person's observation and share their response with the original writer and with you. You might ask them to respond several times to a variety of people. For example, each student must write three observations during the semester and three responses during the semester.
 - Observation bullets: Each class period, ask a few students to prepare three "bullet points" or "talking points" about their community experiences. At the beginning or end of class, ask these students to stand up and present their three observations to the class.
- One-page weekly papers: Assign students to write and post about some aspect of their service in one page/250 words. You can leave the topic open-ended or give them a topic or issue to address. You may select to regularly select writing to read out loud at the opening or close of the class period as a point of further discussion or to provoke further thinking. You can also distribute this assignment throughout the semester: one part of the class writes during the first third of the course, another group during the second third and so on.
- Problem/Solution writing: Early in their community experiences, ask students to describe, in a paragraph or a page, a problem that they have observed at their placement (this problem might be practical, conceptual, logistical, ethical, etc.). Later in the semester, ask them to propose solutions (or if that isn't possible, further articulate the complexities of the problem) in another similar length assignment. You can add another round by asking students to share the original problem with another student and have the other student propose their solution to the problem. A further exercise would ask the original writer to compare the two solutions and explore why the problem has not been solved in the actual situation. Eventually, students might compile their pieces into a case study.
- Theory/Application writing: Like "problem/solution" writings described above, ask students to summarize a theory in the course and then discuss how it is or is not appearing in their service experience. Later in the semester, ask students to write again, either revising their initial thoughts (hopefully with more information or complex understanding from their experience) or ask them to apply a different theory to the same situation. Add rounds as described above.

Group writing

- Group writing: Create groups of three. Assign students to write a group report related to their community experiences using a team site space or email exchange. The topic of the report may be open-ended or focused as suits your course, but the students should be clear about the purpose and audience (as determined by you) of the report - why and to whom are they writing?

Research papers

- Experiential Research Papers: These ask students to identify an underlying social issue they have encountered at the service site. Students then research the social issue. Based on their experience and library research, students make recommendations to the agency for future action. Class presentations of the experiential research paper can culminate semester work.
- Politics of site: Ask students to research and write about the larger context of the organization they serve. Where, why, how did the organization come into being? Where does it receive its funding? What challenges does it face in the community?
- Site survey: Ask students to investigate the context in which they are serving. Ask them to collect the organization's mission statement, published materials, organizational chart of the staff and history. Requiring an interview with staff members may be helpful when practical.

Portfolios & Presentations

- Class Presentations: These can be three-minute updates that occur each month or thirty minute updates during the final class periods during which students present their summative analysis of the service activities and offer recommendations to the agency for additional programming. Agency personnel may be invited to hear final presentations.
- Portfolios: Ask each student to compile a service-learning portfolio throughout the semester to submit for a grade at the end of the semester. In addition to you, students may want to think of this as material they may use in a job interview in the future or as a personal scrapbook of the experience. Portfolios could include:
 - Writing about site (description of site, history of the organization, mission statements, journal entries, case studies, personal statements about this experience, volunteer service in general, role of organization in the community, etc.)
 - Evidence of completed projects or nature of service (photos, flyers, memos, chart of progress on project, quotes from participants at the site)
 - Evaluations by supervisors
 - Case study drawn from the site
 - List of skills gained at the site (initialed by supervisor, if appropriate)
 - List of completed projects
 - Book/article reviews of related readings
 - Annotated bibliography of related readings
- Service-Learning Portfolios: These contain evidence of both processes and products completed and ask students to assess their work in terms of the learning objectives of the course. Portfolios can contain any of the following: service learning contract, weekly log, personal journal, impact statement, directed writings, photo essay, products completed during the service experience (e.g., agency brochure, lesson plans, advocacy letters). Students write an evaluation

essay providing a self-assessment of how effectively they met the learning and service objectives of the course.

Adapted from:
[Loyola University Chicago Center for Experiential Learning](#)
& [Carolina Center for Public Service](#)

The Four Cs of Reflection

Effective strategies for fostering reflection are based on four core elements of reflection known as the Four Cs. These elements are described below:

Continuous reflection: Reflection should be an ongoing component in the learner's education, happening before, during, and after an experience.

Connected reflection: Link the "service" in the community with the structured "learning" in the classroom. Without structured reflection, students may fail to bridge the gap between the concrete service experience and the abstract issues discussed in class.

Challenging reflection: Instructors should be prepared to pose questions and ideas that are unfamiliar or even uncomfortable for consideration by the learner in a respectful atmosphere.

Contextualized reflection: Ensure that the reflection activities or topics are appropriate and meaningful in relation to the experiences of the students.

Adapted from:
[Eyler & Giles \(1996\)](#)

Making a Reflection Map

A reflection map is a useful tool for effectively planning the different forms of reflection that you may want to employ in a service-learning course. Reflection is best done iteratively, and as both an individual and shared process. As the first principle of good service-learning practice reminds us, “academic credit is for learning, not for service.” The following table demonstrates methods that can be employed in developing reflection but also to structure and monitor this reflection in such a way that it can become the primary source of evaluation and grading for students in the service-learning course.

Figure 3: Service-Learning Reflection Map

	Before Service	During Service	After Service
Reflect Alone	<ul style="list-style-type: none"> • Letter to self • Goal statement 	<ul style="list-style-type: none"> • Reflective journal 	<ul style="list-style-type: none"> • Individual paper • Film, artwork
Reflect with Classmates	<ul style="list-style-type: none"> • Explore ‘hopes and fears’ • Contrast expert views 	<ul style="list-style-type: none"> • List serve discussions • Critical incident analysis 	<ul style="list-style-type: none"> • Team presentation
Reflect with Community Partners	<ul style="list-style-type: none"> • Create contract • Needs assessment 	<ul style="list-style-type: none"> • “Lessons learned” - on-site debriefing 	<ul style="list-style-type: none"> • Presentation/ communication to community partner

Adapted from:
[Eyler \(2002\)](#)

The DEAL Model for Written Critical Reflection

Reflection is one of the most crucial pieces of any service-learning course. It is the means by which students integrate academic learning and experiential learning. However, it is also one of the most difficult elements of a service-learning course to get right. Students often struggle with reflecting in a meaningful, consistent way. The following 'DEAL' framework may be helpful in structuring more meaningful and guided reflective practices:

Describe in fair detail and as objectively as possible the experience, interaction, program, etc.

Examine, in accordance with the course learning objectives, the experience by responding to prompts, engaging with a quote, playing games, etc.

Articulate Learning

- What did I learn?
- How did I learn it?
- Why does it matter?
- What will I do in the future, in light of it?

If you use journals or other written reflections, we suggest giving students specific prompt questions to follow. Most students are generally not comfortable with - or skilled at - the activity of reflection in the early part of the course and will tend to produce fairly shallow reflections without an effective scaffold to work through. With continued feedback, specific, probing prompt questions, and successful models for students to learn from, students may find the reflection process more fruitful and generative.

Adapted from:

<http://www.servicelearning.umn.edu/info/reflection.html>

Sample Reflection Questions

Sample Reflection Questions

- What is your role at the community site?
- What were your initial expectations? Have these expectations changed? How? Why?
- What about your community involvement has been an eye-opening experience?
- How has the course content informed your service with your community organization?
- Discuss any dissonance between the course content and your experience with the community.
- What specific skills have you used at your community site?
- Describe a person you've encountered in the community who made a strong impression on you, positive or negative.
- Do you see benefits in engaging in community-based work? Why or why not?
- Has your view of the population/group with whom you have been working changed? How?
- What assumptions, if any, do you feel were challenged in this process?
- How has the environment and social conditions affected the people at your site?
- What institutional structures are in place at your site or in the community? How do they affect the people you work with?
- Has the experience affected your worldview? How?
- Have your career options been influenced or expanded by your service experience?
- Why does the organization you are working for exist?
- Did anything about your community involvement surprise you? If so, what?
- What did you do that seemed to be effective or ineffective in the community?
- How did your understanding of the community change as a result of your participation in this project?
- How can you continue your involvement with this group or social issue? What might long-term commitment look like for you?
- How can you educate others or raise awareness about this group or social issue?
- What were the most difficult or satisfying parts of your work? Why?
- Talk about any disappointments or successes of your project. What did you learn from it?
- During your community work experience, have you dealt with being an "outsider" at your site? How does being an "outsider" differ from being an "insider"?
- How are your values expressed through your community work?
- What sorts of things make you feel uncomfortable when you are working in the community? Why?
- Complete this sentence: Because of my service-learning, I am....

Adapted from:

<http://www.servicelearning.umn.edu/info/reflection.html>

Developing Critically Reflective Practices as an Educator

In addition to developing critically reflective practices amongst students in a service-learning course, we strongly encourage faculty members to consider how to further develop your own critically reflective practices as an educator. Below are a few recommended practices to help in this process.

Note: Much of the material here is adapted from the excellent book by [Stephen D. Brookfield, *Becoming a critically reflective teacher* \(1995\).](#)

Teaching Logs

“A teaching log is a weekly record of the events in a teacher’s life that have impressed themselves most vividly on his or her consciousness. By focusing on these events, we learn much more about our assumptions than if we just tried to list them.... Events that engage our emotions are those that tell us more about ourselves. They reveal the values we actually live by, rather than those that we think we should revere.” (Brookfield 1995, p. 72)

Suggested teaching log prompts:

- What was the moment (or moments) this week when I felt more connected, engaged, or affirmed as a teacher - the moment(s) I said to myself, “This is what being a teacher is really all about?”
- What was the moment (or moments) this week when I felt most disconnected, disengaged, or bored as a teacher - the moment(s) I said to myself, “I’m just just going through the motions here?”
- What was the situation that caused me the greatest anxiety or distress - the kind of situation that I kept replaying in my mind as I was dropping off to sleep, or that caused me to say to myself, “I don’t want to go through this again for a while?”
- What was the event that most took me by surprise - an event where I saw or did something that shook me up, caught be off guard, knocked me off my stride, gave me a jolt, or made me unexpectedly happy?
- Of everything I did this week in my teaching, what would I do differently if I had the chance to do it again?
- What do I feel proudest of in my teaching activities this week? Why?

Adapted from:
[Brookfield, 1995](#)

Teacher Learning Audits

[Brookfield \(1995\)](#) describes a teacher learning audit as “a reflective tool that focuses specifically on encouraging teachers to view themselves as adult learners... the audit is usually completed on a term or annual basis... By means of the audit, teachers are helped to identify the skills, knowledge, and insights they have developed in the recent past.” (p. 75)

Sample teacher learning audit:

Think back over the past term/year in your life as a teacher and complete the following sentences as honestly as you can:

- Compared with this time last term/year, I now know that...
- Compared with this time last term/year, I am now able to...
- Compared with this time last term/year, I could now teach a colleague how to...
- The most important thing I've learned about my students in the past term/year is...
- The most important thing I've learned about my teaching in the past term/year is...
- The most important thing I've learned about myself in the past term/year is...
- The assumptions I had about teaching and learning that have been most confirmed for me in the past term/year are that...
- The assumptions I had about teaching and learning that have been most challenging for me in the past term/year are that...

As you start reading through your responses to these open-ended statements, you can start sorting them by asking yourself a series of questions:

- Do you describe your learning primarily in cognitive or in emotional tones?
- Do you speak mainly about the development of personal insight or of psychomotor, instrumental accomplishments?
- How much of the learning you identify focuses on extrapedagogic matters, such as the art of political survival or developing support networks?
- How much of your learning is in an entirely new area, and how much is a refinement, rethinking, or adaptation of something you already know or can do?
- Is the learning you report of not great significance, or does some of it appear to be transformative?
- How much of it confirms existing practices and assumptions, and how much of it challenges your typical ways of thinking and teaching?

Adapted from:
[Brookfield, 1995](#)

'Survival Advice' Memos

Imagine it is your last day on the job. Your replacement will be coming soon, but you'll miss each other in person. Because of this, you decide to leave a memo for them with lessons learned, survival advice, and tips you've picked up in your time teaching here. You decide that this memo should contain the following contents:

1. What a teacher needs to know to survive this job
2. What a teacher needs to be able to do to stay afloat
3. What you know now that you wish someone had told you as you began
4. Things your successor must make sure they avoid thinking, doing, or assuming. Write this as honestly as you can.

Write it as honestly as you can, with the singular goal of passing on sound and hard-won insights. Once you've completed this memo, select what you consider to be the most important piece of advice and ask yourself the following questions:

1. How do you know this is good advice? Write down the most convincing evidence you can think of in support of what you're telling your successor.
2. What has happened in your experience to make you believe that your advice is well grounded?
3. What's the best example you can come up with of your advice working well in action?

Next, reflect on the this step by asking the following questions:

- Was the advice about emotional survival? (Political survival? Instrumental survival? Other kinds?)
- How sound was the evidence provided? (Hearsay? Observations? Tested hypotheses? Someone else's opinion?)

Note: While this can be an individual activity, ideally you can then find the time and space to share your reflection with colleagues (preferably those who have also done this activity and have their own reflections to share).

Adapted from:
[Brookfield, 1995](#)

Ideology Critique & the Critical Incident Questionnaire

[Brookfield \(1995\)](#) states that ideology critique helps us recognize how...

“unjust dominant ideologies, uncritically accepted, are embedded in everyday situations and practices. Dominant ideologies are sets of values, beliefs, myths, explanation, and justifications that appear to the majority to be self-evidently true and morally desirable. Because of their apparent obviousness, they are hard to identify and even harder to challenge. Ideologies manifest themselves in language, social habits, and cultural forms. They legitimize certain political structures and educational practices so that these come to be accepted as representing the normal order of things. When we do ideology critique, we try to penetrate the givens of everyday reality to reveal the inequities and oppression that lurk beneath.” (p. 87)

This is such a crucial practice because it surfaces the unseen, the hidden, and the assumed in the name of making our educational practices more equitable and effective.

[Tripp \(1993\)](#) suggests that teachers choose an incident in their practice that typifies their normal way of working, and analyze it through the following four-step activity:

1. Describe the incident and attribute meaning and significance to it in terms of the accepted, dominant view.
2. Examine that view for internal inconsistencies, paradoxes, and contradictions, and for what is being omitted from the view - its “structured silences and absences.”
3. Look for reasons to explain why the dominant view ignored the anomalies you found; try to decide who benefits from the dominant view and who is most disadvantaged by it.
4. Imagine a new, alternative structure or process that is more rational and socially just than that represented by the majority view.

While there is tremendous value in developing this reflective practice, sometimes we are unable to see incidents or the experiences of others that may otherwise lead to meaningful reflection, learning, and improved practice.

Brookfield, in an effort to generate regular and anonymous feedback loops from students, adapts Tripp’s suggested practice into something called the Classroom Critical Incident Questionnaire (CIQ). This is meant to be employed on a weekly basis in a normal class as a means for the instructor to gather insight into the student experience in the class and thus spark critical reflection and interrogation of ideologies and practices either consciously or unconsciously employed in the process of teaching.

The critical incident questionnaire helps us embed our teaching in accurate information about students’ learning that is regularly solicited and anonymously given. It is a quick and revealing way to discover the effects your actions are having on students and to find out the emotional highs and lows of their learning. Using the critical incident questionnaire gives you a running commentary on the emotional tenor of each class you deal with. (1995, p. 114)

Furthermore, Brookfield identifies five reasons why regularly employing a critical incident questionnaire can be such a powerful practice as a teacher:

1. They alert us to problems before a disaster develops
2. They encourage students to be reflective learners
3. They build a case for diversity in teaching
4. They build trust
5. They suggest possibilities for teacher development (p. 118-122)

The following page contains a questionnaire adapted for the service-learning context, but an original can be found and freely downloaded on [Brookfield's website](#).

Sample Service-Learning Classroom Critical Incident Questionnaire

Please take about five minutes to respond to the questions below about this week's classes. Don't put your name on the form - your responses are anonymous and will not be used for grading purposes in any way. If nothing comes to mind for any of the questions just leave the space blank. At the next class we will share the group's responses with all of you. Thanks for taking the time to do this. What you write will help us make the class more responsive to your needs.

1. At what moment in classes this week did you feel most engaged with what was happening?

2. At what moment in classes this week were you most distanced from what was happening?

3. What action that anyone (teacher, student, or community member) took this week did you find most affirming or helpful?

4. What action that anyone took this week did you find most puzzling or confusing?

5. What about the classes this week surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs to you).

Adapted from:
[Brookfield, 1995](#)

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Appendices

Service Learning Agreement

Note: items in red should be personalized to the course

The purpose of the service-learning experience in the **<Course prefix & number>** course is to enable you to connect with, learn from, and contribute to communities in order to address a need and engage in experiential learning.

My commitment to you is that after participating in this course, you will:

- **<Enter related course learning outcomes>**

In order for you to get the most out of this service-learning course, you will need to make commitments as well. You will need to make the choice to embrace and engage the opportunity before you. Doing so will allow you and your fellow participants to have an enjoyable and educational experience.

All participants are expected to make these commitments. Please initial each.

1. I agree to attend **<Number of hours required>** at the host site in order to complete the class requirement. I understand that failure to participate fully and complete associated assignments will affect my course grade. _____
2. I agree to fully participate in the experience. I understand that participating means listening, sharing my viewpoint, participating actively, and reflecting on my experience. _____
3. I agree to be responsible for my own learning. I agree to ask questions if I do not understand something, and to challenge myself to step out of my "comfort zone" for the required volunteer time. _____
4. I agree to respect individual differences and the dignity of all people. I will keep an open mind and strive to learn a new perspective of the world. _____

We ask that you agree to the statements and affirm your commitments by signing this document below:

<Course prefix & number> Participant Signature
Date

Please Print Name

UNLV Service-Learning Documentation Form

Student Name: _____ NSHE#: _____ Date: _____

Course/ Instructor: _____ Hours served: _____

Name of Non-profit: _____

Mission / Purpose including communities served:

Brief Description of Service:

Nonprofit Contact Name: _____ Phone: _____

Title: _____

Email: _____ Website: _____

For Confirmation of Service Hours:

Nonprofit Supervisor Signature: _____ Date: _____

Nonprofit Supervisor Name: _____

Nonprofit Supervisor Phone: _____

Completed forms should be returned to the instructor of the class in which the service-learning took place. Upon collection of all student forms, faculty members are encouraged to return the forms to the Office of Service Learning and Leadership. Forms can be physically dropped off in Student Union Room 316 or emailed to service.learning@unlv.edu

Service-Learning Liability Waiver and Statement of Risk (Page 1 of 3)

UNLV / NSHE / State of Nevada

I understand and agree that the agency site visits for Service-Learning as a part of this class and coordinated by Student Engagement & Diversity involves certain risks and that regardless of the precautions taken by Student Engagement & Diversity and UNLV, some bodily injuries may occur.

Specific risks/hazards involved for site visits include but are not limited to the following:

1. Travel between UNLV and the host site
2. Inclement weather that can impact safety (rain, cold, wind, heat)
3. Visiting the sites and/or conducting off-campus meetings
4. Working with clients
5. Working outdoors
6. Walking and working on uneven terrain
7. Labor may damage clothing
8. Working in proximity to insects and/or desert wildlife
9. Working with non-UNLV volunteers including, but not limited to, children, adolescents and adults
10. Manual labor including lifting, reaching, stretching and moving objects -individuals should be aware of their own limitations
11. Use or exposure to potentially sharp objects like glass or nails
12. Use or exposure to hand tool, power tools and equipment.
13. Working with other UNLV students, staff, and/or faculty outside of a traditional classroom environment.

Knowing this information, in consideration of my participation in this course's service learning components, I expressly and knowingly release the Board of Regents of the Nevada System of Higher Education (NSHE) on behalf of the University of Nevada Las Vegas (UNLV) and Student Engagement & Diversity, and the State of Nevada their officers, agents, volunteers, and employees, from any and all claims and causes of action for property damage, personal injury or death sustained by me arising out of any travel or activity conducted by or under the auspices of Student Engagement & Diversity caused by risks associated by this activity and/or the negligence of the sponsoring group.

In addition, I understand and agree that Student Engagement & Diversity cannot be expected to control all of the risks articulated in this form but may need to respond to accidents and potential emergency situations. Therefore, I hereby give my consent for any medical treatment that may be required during my participation with the understanding that the cost of any such treatment will be my responsibility. UNLV does not carry medical or accident insurance for the activities mentioned unless the participants are informed otherwise. As such, participants should review their personal insurance portfolio.

Finally, I voluntarily and knowingly agree to protect, hold harmless, and indemnify the Board of Regents of the Nevada System of Higher Education (NSHE) on behalf of the University of Nevada Las Vegas (UNLV) and Student Engagement & Diversity, and the State of Nevada, their officers, agents, volunteers, and employees, against all claims, demands, or causes of action for property damage, personal injury, or death, including defense costs and attorney's fees arising out of my participation in this course's service learning components by the office of Student Engagement & Diversity. I understand that as a University sponsored event, that the student rights and responsibilities outlined in the UNLV Code of Conduct and all other NSHE / UNLV policies apply.

UNLV / NSHE / State of Nevada

Legal Guardian (if applicable)	Date
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Service-Learning Liability Waiver and Statement of Risk (Page 3 of 3)

UNLV / NSHE / State of Nevada

Emergency Contact Information

Your Name _____

Person to Notify in Case of an Emergency

Name: _____

Phone #: _____

Relationship: _____

Please list any special services or accommodations you may require due to an existing medical condition or disability: _____

ONE COPY SHOULD REMAIN ON CAMPUS IN A DESIGNATED LOCATION THAT CAN BE ACCESSED IN CASE OF EMERGENCY AND ONE COPY SHOULD ACCOMPANY THE FACULTY/STAFF ADVISOR FOR THE TRIP OR ACTIVITY.

Students: Please complete this form, get your guardian's signature if necessary, and return a copy to the Office of Service Learning and Leadership in one of the two following ways:

1. Scan/take a clear photo of the form and email it to service.learning@unlv.edu
1. Turn in a copy to the Office of Service Learning and Leadership front desk (Student Union, room 316), addressed to Stine Odegard, Assistant Director for Service-Learning and Alternative Break Trips

Principles of community-based participatory research

1. CBPR recognizes community as a unit of identity
2. CBPR builds on strengths and resources within the community
3. CBPR facilitates collaborative, equitable partnerships in all research phases and involves an empowering and power-sharing process that actively attends to social inequalities
4. CBPR promotes co-learning and capacity building among all partners
5. CBPR integrate and achieves a balance between research and action for the mutual benefit of all partners
6. CBPR seeks to actively address public problems of local relevant and ecological perspectives that attend to the multiple determinants of local challenges
7. CBPR involves systems development through a cyclical and iterative process
8. CBPR disseminates findings and knowledge gained to all partners and involves all partners in the dissemination process
9. CBPR requires a long-term process and sustained commitment
10. CBPR addresses issues of race, ethnicity, racism, and social class and embraces “cultural humility”

Adapted from:
[Israel, B. et al. \(2018\)](#)

Best Practices Community Based Participatory Research

Collaboration is key
Democratization of knowledge
Dissemination of knowledge
CPBR as a means for social change
Communication
Be flexible

From: Community-Based Participatory Research (CBPR) Starter Toolkit by Vanessa Nunez, UNLV