

# **Service-Learning as Community Engagement**

**UMD PTK Symposium  
February 25, 2022  
Barbara Jacoby, Ph.D.**

# Agenda

- **What is service-learning**
- **Models of service-learning**
- **Steps for design and implementation**



# Definition of Service-Learning

**“Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.”**

– B. Jacoby, *Service-Learning in Higher Education*, 1996

# Key Principle: Reflection



# Key Principle: Reciprocity



# Direct Service





# Indirect Service



# Project-Based Service





# Advocacy





## **Step 2. Envision service as text.**

- **“Written” concurrently with course**
- **Equal to written work in learning potential**
- **Faculty determine “texts” for the course and how much “text”**
- **Required or optional?**
- **Faculty provide structures for reading, analyzing and discussing “text”**
- **Faculty evaluate learning from “text”**

# Step 3. Seek a match of course goals and community needs.



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# Step 4. Select other course content and activities.



# Topics to Complement the Service

- **Intro to service-learning**
- **Community context**
- **Needs to be addressed**
- **Historical/theoretical perspectives**
- **Root causes of the need for service**
- **Knowledge and skills needed**

# Step 5. Integrate critical reflection.



# **What is Critical Reflection?**

**Critical reflection is the powerful process of making meaning out of a purposeful combination of experiences and academic content.**

**It is the process of analyzing, reconsidering, and questioning ones experiences within a broad context of issues and content knowledge.**

# John Dewey's Definition

**Critical reflection “is the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends.”**

*--How We Think, 1910*



# Critical Reflection

- **Poses old questions in new ways**
- **Avoids simplistic conclusions**
- **Reveals new perspectives**
- **Raises new questions**

# Reflection Prompts

- 1. What kind of world do you want to live in?**
- 2. What needs to change for that world to exist?**
- 3. What part of that change do you want to engage in?**
- 4. What do you need to learn to make that change happen?**

# Modes of Reflection

- **Writing**
- **Speaking**
- **Interactive activities**
- **Media and art**



# Use Rubrics

- Provide consistency in grading
- Allow students to know what you look for

**Self-Reflection Rubric**

	4	3	2	1
The materials and tools I used were chosen deliberately and applied effectively.		The materials and tools I used were chosen carefully.	I put some thought (with teacher help) into the choosing of the materials/tools.	I put little to no thought into the choosing of materials/tools.
I applied new techniques and made connections to other artwork/experiences.		I applied new techniques as well made connections to other artwork/experiences.	I attempted new techniques and tried to make connections to other artwork/experiences.	I did not try new techniques and there were no connections to other artwork/experiences.
I challenged myself to not let my art making problems hinder my work too much; I developed a focus within my work.			I let my art making problems influence my work and my focus lost clarity because of it.	I let my art making problems take over my artwork and my artwork lost focus as a result.



# Service-Learning Assessment

- **How will students demonstrate their learning?**
- **At what points will you assess learning?**
- **What will be the community partner's role in evaluating student achievement?**
- **How will you determine grades?**
- **How will you determine the degree of success of the service-learning from the community's perspective?**

# **Example Module: Psychology of Domestic Violence**

## **Learning outcomes:**

- **Demonstrate understanding of dynamics and effects of domestic violence.**
- **Demonstrate understanding of various approaches and their effectiveness.**
- **Analyze effects of gender, culture, race/ethnicity, and SES on victims.**

# Psychology of Domestic Violence

## Weekly service analysis papers

- 2 pages
- include multiple references
- maximum 1 paragraph on what occurred
- critical reflection on how service experience relates to readings

# Psychology of Domestic Violence

## Grading service analysis papers:

- **4 points = Exceptional, thoughtful critique that integrates concepts and research into an analysis of the experience**
- **3 points = Very good, thoughtful critique that applies course concepts and research**

# Psychology of Domestic Violence

## Grading service analysis papers:

- **2 points = Average to below average analysis, does not thoroughly integrate course concepts and research**
- **1 point = Completed assignment, but did not provide a thoughtful analysis**

--O'Brien, K. M., PSYC 319D, University of Maryland

**What role will your community partner play in assessment?**



**“Never let the things that matter most  
suffer from the things that matter  
least.”**

# Thank you!

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