Service Learning. A Workbook for Higher Education.

An output of the ENGAGE STUDENTS project.

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1 INTRODUCTION TO THE WORKBOOK

Social responsibility of universities as part of their “Third Mission” has become more and more popular in higher education. The Service Learning Approach stands out as a socially responsible teaching methodology; however, in many European higher education institutions the Service Learning Approach is still unknown. Current teaching material, toolkits and workbooks are being developed to promote this teaching approach from a European perspective, this workbook being one of them. It deals with Service Learning as a pedagogy in the context of higher education and aims to support higher education teachers, lecturers, and young researchers to run Service Learning courses. The workbook encourages them to make their own experiences with applied coursework.

The workbook is an output of the European project “ENGAGE STUDENTS – Promoting Social Responsibility of Students by Embedding Service Learning into Education Curricula”, a co-funded project by the ERASMUS+ Programme of the European Union. The project focuses on social responsibility of higher education institutions at student and teacher level. The workbook draws on the practical experience of the project members from five partner universities in Europe (Dublin City University in Ireland, Porto University in Portugal, Kaunas University of Technology in Lithuania, University of Vienna in Austria, University Politehnica of Bucharest in Romania, and Sapienza University of Rome in Italy), from planning and implementing such courses at university level. The workbook pursues the following targets:

- **Introduction to Service Learning:** The workbook gives basic information and practical guidance for those who are unfamiliar with this pedagogy, want to change their applied coursework and are interested in promoting students’ civic engagement. It also offers numerous possibilities for reflection and in this sense critical awareness about the possibilities and constraints of applied coursework as such.

- **Relevant topics in teaching with the Service Learning Approach:** The workbook presents relevant aspects and topics of teaching with this approach.
- **Pedagogical Resources and Tools:** The workbook can be used as a resource book to guide the process of developing a new Service Learning course, addressing practical planning tools, open access materials, worksheets and other resources.

The workbook serves as a starting point for working with Service Learning approach for experiences and less experienced teachers. Short chapters make it easy for teachers to decide if the Service Learning Approach fits their teaching objectives and interests. Experienced teachers might be more interested in a specific topic and zoom into one of the chapters provided here. Practical guidance is given throughout the workbook using self-guided tasks, checklists, and reflection exercises.

The workbook's structure is twofold: The **first part** focuses on Service Learning as a pedagogy and picks up foundations of Service Learning. The **second part** is more action-driven and provides guidance on key questions, action plans and examples for designing and conducting a Service Learning course on your own. This workbook is only available as an electronic source.

PART 1: SERVICE LEARNING AS A PEDAGOGY

2 SERVICE LEARNING AS A DIDACTIC APPROACH

Katharina Resch, Mariella Knapp, Ilse Schrittesser

Community-oriented activities are widely disseminated and accepted in Anglo-American university contexts, while in European universities this connection has yet to be fully established (Slepcevic-Zach & Gerholz 2015, p. 67; Reinders 2010, p. 535). A growing interest in the Service Learning approach can be observed in connection with the renewed awareness of the civil society tasks of universities and colleges following the Bologna process, which may be in the sense of a “Third Mission” (Resch 2018) or the discourse of an "engaged university" (Lassnigg et al. 2012). Reinders (2010, p. 535) for example was one of the pioneer researchers in Germany, who studied the effects of Service Learning in German universities. The institutional anchoring of Service Learning is not bound to a national policy, but is subject to the autonomy of universities themselves. This chapter aims to give a brief and comprehensive introduction to Service Learning by explaining its foundations, concepts, and background.

2.1 What is Service Learning?

Service Learning stands out as a teaching and learning approach that connects theory and practice by allowing students to participate in a service that meets community needs and to reflect on the experience in class in order to gain a deeper understanding of the course content and an enhanced sense of civic engagement (Bringle, Hatcher & McIntosh 2006). It can include services in schools, social initiatives, public institutions, non-profit organisations, facilities for the disabled, etc., and aims to strengthen students’ relationships with the community and provide impetus for their personal development and civic engagement (Waldstein & Reiher 2001). This includes their active engagement in solving real-world needs,

identifying and clarifying skills, developing for this learning process and taking time for critical reflection (Leming 2001).

According to Furco (2009, p. 47) Service Learning is a pedagogy that makes a connection between academic learning and community service experience. It is particularly important that content-related skills and knowledge resources are used in order to be able to deal with relevant issues in society. There is no uniform definition for the term Service Learning, since the precise implementation, objectives, content-related and subject-specific objectives of different institutions, which offer Service Learning, are carried out and defined differently. Service Learning is built on equal partnerships between students, teachers, and community partners. Service Learning involves a complex interaction between students, service activities, curricular content, and learning outcomes. This leads to a high range of programme diversity in Service Learning and makes it difficult to generalize findings from one course to another. Also, the prediction of results and experiences in Service Learning seem to be complicated.

The absence of a common, universally accepted definition of Service Learning seems to be one of the greatest challenges because it leads to numerous interpretations (Furco 2003). The most well-known and cited definition is the one developed by Bringle and colleagues (2006, p. 12).

Keep in mind:

„Service-learning is a course-based, 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 1999, p.180

This popular definition specifies that the service experience ought to be embedded in a course and is supposed to define specific learning objectives, but at the same time clearly identifies the needs of the community partners.

2.2 Background and origins of Service Learning

Service Learning has its origins in the Anglo-American context, where higher education institutions follow academic and public purposes at the same time. For the past 20 years, American universities have seen an increase in efforts to engage in civil society that benefits both sides (Anderson, Thorne & Nyden 2016). The

integration of Service Learning into the curriculum marked an important building block for the start of this development.

In the mid-1960s, the term Service Learning was first mentioned in relation to an internship programme, in which students collected credits for their studies or received financial compensation for their work on social projects (Kenny & Gallagher 2002, p. 15; Reinders 2016, p. 21). In the 1980s, the generation of American students was portrayed as superficial and self-centered. A student at Harvard University named Wyne Meysel wanted to prove the opposite because of this general and hostile view of students and founded the Campus Outreach Opportunity League (COOL) organization in 1984. This organization served as a point of contact, where students got socially engaged and used their skills and abilities in the interest of common good.

A student organization quickly developed from this idea and is still running as a non-profit organization called “Action Without Borders” (Reinmuth, Sass & Lauble 2007, p. 14). Up to the mid-1980s, American universities had occasional Service Learning courses, but only a few students took advantage of them. At the end of the 1980s, the Service Learning Approach started to boom and quickly spread to various American colleges. During this time, students from three major universities merged, namely Stanford, Brown and Georgetown, and founded “Campus Compact”. Currently, there are more than 1.000 universities members in Campus Compact, which aims to promote civic engagement and social responsibility of students for society (Campus Compact 2018).

Since the 1990s, the Service Learning approach has not only become widespread within American universities, but has also reached popularity in Europe (Kenny & Gallagher 2002, p. 15). However, the connection between the community and the university is still relatively new, especially in German-speaking or Eastern European countries.

2.3 Theories underpinning Service Learning

The conceptual foundations of Service Learning are traced back to different theoretical pedagogical and learning approaches, of which three are presented here: learning through experience, experimental learning, and social learning.

Service Learning is associated with the approach of “democracy as a way of life” and **“learning through experience**” by the educator and philosopher John Dewey (Seifert, Zentner & Nagy 2012, p. 16; Reinders 2016). "Democracy as a way of life" means that democracy is not only seen as a representation of the state and government, but also refers to "a form of living together that is dependent on participation, mutual responsibility and shared democratic values” (Vogt n. d.). Dewey's (1916) work 'Democracy and Education' is still seen as an inspiration for the concept of Service Learning, emphasizing the importance of combining learning at university with civil society engagement (Reinders 2016, p. 21; Sliwka 2004, p. 5; Eyler & Giles 1994, p. 78; Morton & Troppe 1996, p. 21; Seifert 2011, p. 27).

In addition to Dewey's considerations, **David Kolb's concept of experimental learning** (1984) is also considered influential for Service Learning (Morton & Troppe 1996, p. 21). Kolb (1984) understands the concept of experiential learning as an interplay between practice and theory. In addition, there is a demand for systematic reflection in order to link theory and practice to enable the optimal design of learning processes. Kolb (1984) describes learning in a circle, which is composed of four areas (Tanner 2006, n. p.): „Learners, if they are to be effective, need four different kinds of abilities – concrete experience abilities (…), reflective observation abilities (…), abstract conceptualization abilities (…), and active experimentation" (Kolb 1984, p. 30). When learners run through these four phases, they make new experiences. In the course of a Service Learning course, students have the possibility to make practical experiences with the community (*concrete experiences*) and they make more experiences and link theory and practice, especially when reflecting practice (*reflective observation*). Because of their personal experience, they receive a better understanding of theory and knowledge contents in general (*abstract conceptualization*) and also learn how to apply theoretical knowledge directly in practical settings (*active experimentation*).

Social Learning can be established as a third point of reference for the theories underpinning the Service Learning approach. Social learning focuses on social activities in which students carry out volunteer work in social institutions that benefits the city / community and society. In contrast to social learning, Service Learning is not only applied in the social field, but in a wide range of fields of activity, like the environment, culture, economy, politics etc. Service Learning is profitable for society, but also for the students because they achieve their technical learning goals through Service Learning projects and in turn apply their acquired knowledge within a project (Sliwka 2004, p. 2f.). Students can "tap into the social importance of the knowledge they have acquired through their own actions" (Sliwka 2004, p. 3).

2.4 What are the aims of Service Learning?

Ryan (2012, p. 3) claims, that "Service-learning is a teaching and learning strategy integrating meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities". Service Learning intends to achieve academic, civic and personal goals for students' learning. Students' learning success should be increased through a close relationship between theory and practice (Hofer 2007). As a pedagogy, Service Learning intends to support student's personal growth, their social, professional and civic competences (Reinders 2010). In this sense, Bringle and colleagues (2016) describe three different domains of students' learning enhanced through Service Learning. These domains encompass academic learning, civic learning and personal growth; however, these domains also overlap. In detail, seven

learning domains can be extracted from this model. They are presented in figure 1 and described in the listening below:

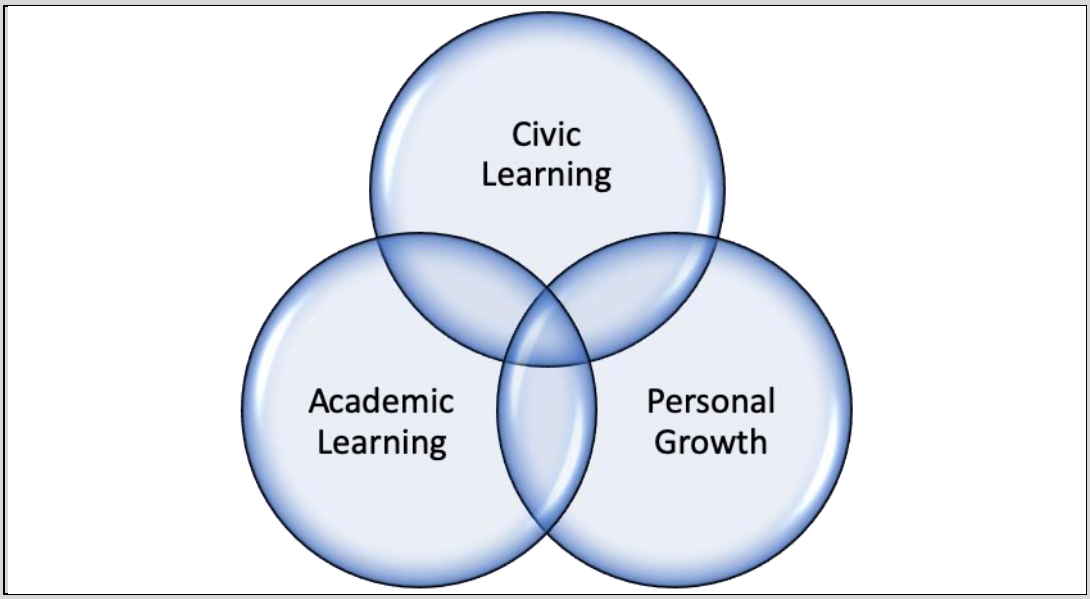


FIGURE 1. LEARNING DOMAINS ENHANCED THROUGH SERVICE LEARNING (BRINGLE ET AL. 2016; OWN DIAGRAM)

1. Academic Learning refers to a deeper understanding of theories, models, academic concepts and research findings,
2. Civic Learning refers to gaining civic knowledge which might not be in relation with the curricula or the content of university courses,
3. Personal Growth refers to developing personal values and attitudes which also might not be in the focus of the course,
4. The intermediate area between Academic Learning and Civic Learning: the community service relates academic content with Civic Learning,
5. The intermediate area between Academic Learning and Personal Growth: the community service relates academic contents to personal growth,
6. The intermediate area between Civic Learning and Personal Growth: the Community service relates a development in Civic Learning to personal growth which might not be in the focus of the course,

7. The intermediate area between Academic Learning, Civic Learning and Personal Growth: the Community service relates the academic content to Civic Learning & personal growth (see Bringle et al. 2016).

Stokamer and Clayton (2014) emphasize that especially the domains 2, 4, 6, and 7 seem to be of high relevance in applied courses. For designing and planning Service Learning courses at universities, the awareness of some goals aiming to achieve seems to be useful, as it gives lectures an orientation about their own role and tasks by teaching Service Learning courses.

Thus, Service Learning focuses on different learning objectives. Butin (2010) describe them as technical, cultural, political and antifoundational goals: Technical goals focus on the content knowledge and the cognitive analysis of real-world problems in the background of a theoretical understanding. Cultural goals focus on the improvement of civic engagement and cultural competency. This enables to expand an understanding of the personal self as a player in the local and global community. Political goals target on the political and social activism with the overall purpose to foster a more equitable and socially just environment for individuals and groups (Butin 2010).

Nevertheless, Service Learning as a teaching method does not only focus on students' development, but also targets the needs and benefits for community partners (see chapter 4.2). From this perspective, Service Learning aims to empower community partners and give them a voice through the collaboration with the university. Through Service Learning the community should feel supported in coping with their special challenges and improve their self-confidence to master them. This is connected with an increased attractiveness of the involved communities towards outsiders or stakeholders and can lead to a valorisation of the specific space or area in which the service takes place. Finally, Service Learning follows societal aims as it includes a political dimension. Political science discourses argue that stable democracies afford the willingness to engage for other people in a political or in a social sense (Putnam 1995; Sullivan & Transue 1999).

Democratic values, interpersonal trust or social norms which take recourse on the reciprocity can only develop when people know about each other (Hofer 2007) and are aware of each other's experiences. The development of social responsibility, civic engagement and civic skills are targets of Service Learning. At the same time, they are foundations of a healthy and democratic society.

2.5 Programme Diversity in Service Learning

The programme characteristics of Service Learning can differ widely across classrooms, contexts, and countries. Service Learning can have many different forms and varies according on the local context, the objectives of teaching and the shape of the service. It also differs according to practical constraints, e.g. time spent in a service. In this sense, Service Learning courses are diverse according to the following points:

- **Different time frames across the curriculum:** experiences in different service contexts can vary from short-term modules, activities for one or two semesters, multiyear projects as well as multicourse projects. This is not only a consideration of teachers but also of structures embedded in university settings and by student law;

- **Different degrees and levels of responsibility:** students may take more or less responsibility according to the needs of community partners and the concrete service; they might be strongly involved in building a cooperation with a community partner or not; they might be engaged in the selection of the service and how to apply it to community partners;

- **Different degrees and levels of integrating student voice:** students' experiences and perceptions might be strongly integrated into course planning and identifying the needs for a service;

- **Different programmatic goals:** depending on the concrete subject or discipline (e.g. nursing, sociology, law, mathematics), programme goals and/or learning objectives might vary across the curriculum;

- **Different types of services**: According to Lake and Jones (2012) and Kaye (2010) Service Learning is divided into four different approaches (see figure 2). It is possible that the service is *direct* (students interact with clients and residents of a community or organization and have personal contact with the community) or *indirect* (students interact behind the scenes intending to support, improve, extend or coordinate resources but with less or without personal contact to the community), that it focuses on research (*research service learning*) or on using theory and research to promote transformative change (*Advocacy Service Learning*);

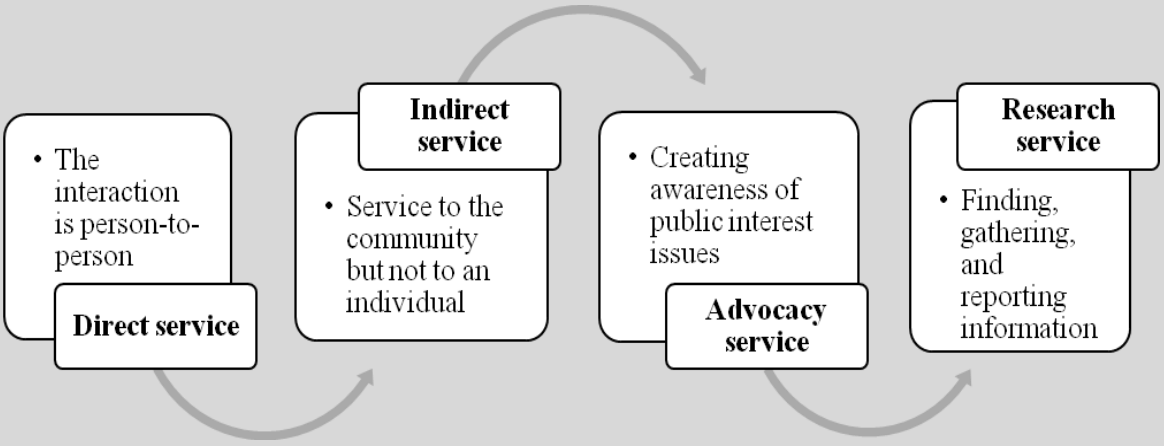


FIGURE 2. FOUR DIFFERENT APPROACHES OF SERVICE LEARNING ACCORDING TO KAYE (2010); LAKE & JONES (2012)

Direct Service Learning

Examples:

- Supporting students with a disability;
- Giving a presentation on violence and drug prevention;
- Planting a nature trail with pupils in schools;
- Developing activities for hospice patients.

Indirect Service Learning

Examples:

- Compiling a town or community history;
- Building low-income housing;
- Restoring ecosystems in preserve areas for public use.

Advocacy Service Learning

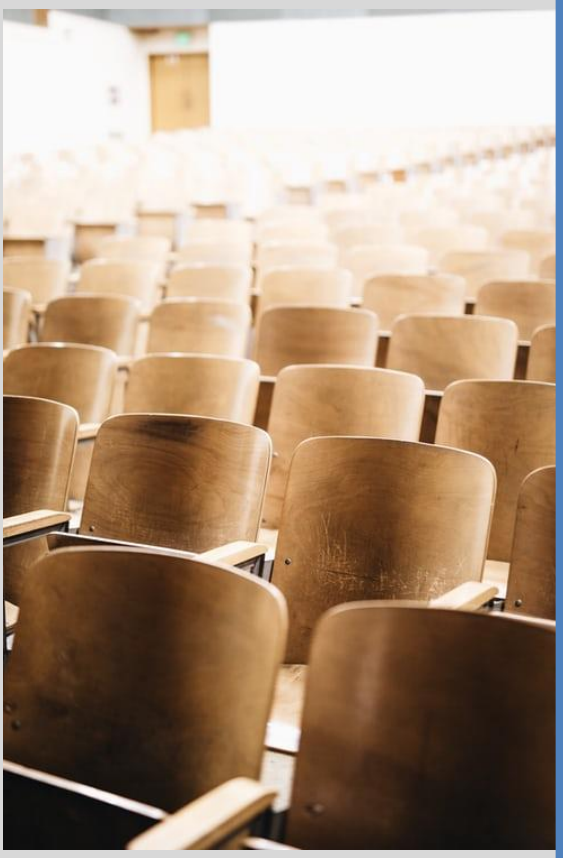
Examples:

- Planning and putting on public forums on topics of interest in the community;
- Conducting public information campaigns on topics of interest or local needs;
- Working with elected officials to draft legislation to improve communities.

Research-Based Service Learning

Examples:

- Writing a guide on available community services and translating it into other languages for new residents;
- Gathering information and creating brochures or videos for non-profit or government agencies;
- Conducting longitudinal studies on local social or environmental challenges.



Keep in mind:

The high degree of programme diversity makes it is difficult to generalize and transfer experiences from one Service Learning course to another. Try to be aware of the different possibilities of designing a Service Learning course. Think about the local context (e.g. study programme, legal possibilities, subject-specific context, community needs, and your students' needs and interests).

2.6 Essential elements of Service Learning and quality standards

Howard (2003, p. 3) states that high quality academic Service Learning initiatives are such in *"which the learning informs the service and the service informs the learning create a reciprocal and synergistic relationship between two."* According to Howard (2003), there are three essential elements of Service Learning:

FIGURE 3. ELEMENTS OF SERVICE LEARNING (HOWARD 2003, P.3)

There have been several attempts to define good practices in Service Learning (Howard 2003; Europe Engage 2018). Felten and Clayton (2011, p. 81) identify several elements referring to good practices of Service Learning:

- *Integration of* Learning and Service: The pedagogy of Service Learning includes the two different components of service (pointing to a service for society or an organisation) and learning (indicating to acquire, improve and use academic knowledge and skills subject-related or multidisciplinary) (Bartsch & Grottker 2018, p. 38). In the learning component, the activities are scientifically prepared, reflected on and scientifically substantiated using the relevant literature (Hofer 2007, p. 37). Classroom instruction is designed to help students to perform a service in the community and the service community is designed to help students to get a better content-related understanding. Both have to influence each other to form an overall and integrated experience (Furco & Norvell 2019).

- *Complementarity* of goals, students' experiences, reflection activities and assessment in the community and in the classroom.
- *Collaboration* with community partners, students and university staff members are maintained from initial planning to completion of Service Learning projects and are mutually beneficial and address real community needs. Students learn and work in small groups to achieve the respective goals (Reinders 2010).
- *Flexibility:* Beside clear intentions, Service Learning courses are also flexible enough to accommodate to dynamic situations and to respond to capacity-building needs (Felten & Clayton 2011, p. 81).

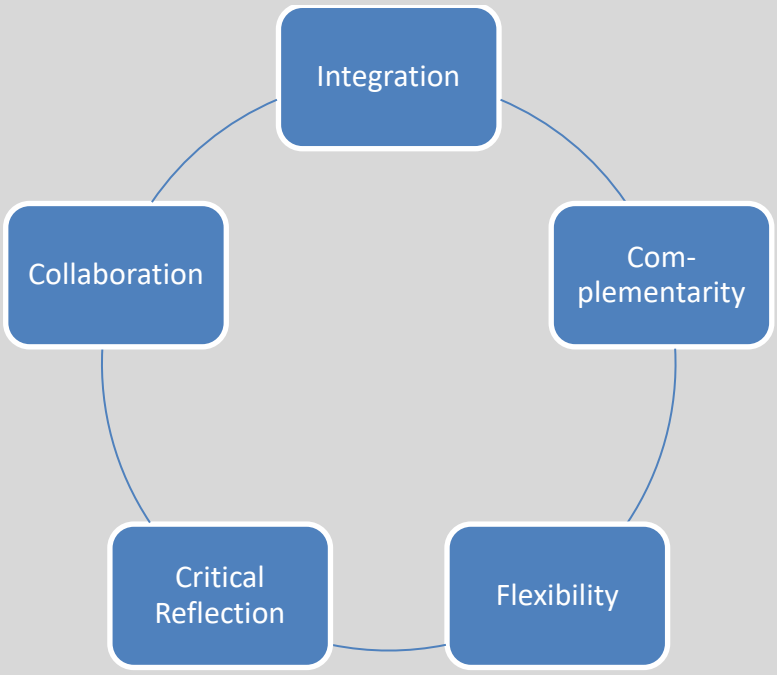


FIGURE 4. ELEMENTS OF GOOD PRACTICES IN SERVICE LEARNING

- *Critical Reflection:* Continuous reflection of practical activities using theoretical means is a main aspect of students' learning, which takes place in the community service and in ongoing reflection. In this sense, the documentation and/or evaluation of learning experiences is central for linking service and learning, but also for achieving personal and academic goals. There

are multiple ways and forms of reflection activities. They differ according to their point in time (reflection before, during service and after the service) and according to the social arrangement (reflection alone, in class, and with community partners) (see also reflection map of Eyler 2001 & 2002). Creating a climate of trust and respect is an essential element for reflective practice (Bringle & Hatcher 1999).

Seifert, Zentner and Nagy (2012) have developed quality standards and understand these as relevant characteristics for the successful implementation of Service Learning. These are:

- *Correspondence to real needs:* students react to real needs of the community and are engaged in meaningful and personally relevant service activities
- *Curricular Connection:* Service Learning is intentionally used as an instructional strategy to meet learning goals
- *Reflection:* Service Learning incorporates multiple reflection activities that are ongoing and that prompt deeper thinking and analysis of oneself and one´s relationship to society
- *Student Participation:* Service Learning provides students with a strong voice in planning, implementing, and evaluating Service Learning experiences with support from teachers
- *Engagement outside the university:* the engagement takes place outside the university and in cooperation with community partners
- *Recognition:* students' engagement and achievements of students are recognized in an ongoing process through feedback to assess the quality of implementation and progress toward meeting specified goals (see also chapter 5). (Seifert, Zentner & Nagy 2012)

2.7 Didactic Principles of Service Learning

Based on the theoretical basics, the following didactic principles characterize the Service Learning approach:

- **Active involvement of students and realistic experiences**: Furco (2003, pp. 17f.) counts Service Learning as a new teaching method, which aims to “actively involve the students in the learning process; create more authentic learning situations for students; and impart knowledge based on realistic experiences relevant to the students” (Furco 2003, p. 18).

- **Active problem-solving and self-activity**: This principle can also be applied to Service Learning, since learners in Service Learning actively deal with a problem that is personally significant and socially relevant (Reinders 2016, p. 39).

- **Changing role of teachers:** Service Learning differs from traditional pedagogies in many ways, which also affects the role of the teacher (Howard 2003, p. 3). Activities and roles of teachers in the guidance of students’ individual learning processes and the support of self-organised and cooperative learning are more in the focus than in traditional teaching approaches (Zinger 2020). Teachers’ tasks are extended, as they have to give sufficient and multiple opportunities for students’ reflections. Although there is a high personal responsibility of students in this approach, teachers also act as role models in the communication and cooperation with community partners. Teachers also have additional tasks in this methodology by identifying community needs and moderating between students and the

community. Teachers may face multiple roles and sometimes role conflicts (e.g. Warner & Esposito, 2009) as they act as academic experts, as facilitators for students' learning processes and they, finally, have to assess students' achievements.

- **Dealing with problem complexity**: Similar to the anchored instruction approach, the Service Learning approach also emphasizes that learners should deal with a real life problem and come to terms with its overall complexity. This helps students to develop the willingness and competence to deal with complex problems (Reinmann & Mandl 2006, p. 630). This principle corresponds to Service Learning, since students in higher education do not only look at the complexity of a problem, but also deal with the question of how a problem can be processed (Reinders 2016, p. 39).

- **Situatedness**: The principle of situatedness comes to the fore in Service Learning, since the student is offered real learning opportunities that are accompanied by subject contents (Reinders 2016, p. 39). Sometimes there might be an unexpected situation or students are disappointed that their service or solutions do not meet their prior expectation.

2.8 Ethical Considerations and Limits of Service Learning

Service Learning is not free of criticism: Once thought to benefit local communities, it is criticized for serving higher education goals, such as providing research laboratories for faculty and venues for students to implement applied coursework (Holland 2005). Instead of helping to bring about transformational change in communities, it is criticised to become a technical practice with a "charity" orientation and in this sense mirrors a neoliberal approach in the transformation of higher education (Raddon & Harrison 2015; Resch et al. 2020). From this

perspective, Service Learning is instrumentalized to benefit in the competition with other Higher Education Institutions and to appeal to external funders (Slaugther & Rhoades 2000). Some researchers believe that Service Learning has positive effects on the social awareness of participants (Dukhan et al. 2009), while others are not that optimistic as evidence on the impact of service learning is missing. It may also reinforce paternalistic structures and stereotypes (Cipolle 2004). Scholars are concerned with the Third Mission as elite practice (Butin 2010). Service Learning might be a luxury “many students cannot afford, be it in terms of time, finances, or job future” (Butin 2010, p. 32). As often many privileged white students are involved in Service Learning (Butin 2006) scholars concerns about service learning also deal with it as a hegemonial “white colour” and “elite” practice. In order to prevent Service Learning from becoming just one more academic practice, students should be equipped to analyse policy and society (Wohnig 2016, Resch et al. 2020).

Critics also point to a possible risk of exploiting students as free employers. Service Learning should always take place in a context of mutual exchange (reciprocity) and with the aim of sustainable, mutual benefits for all. To ensure this, regular feedback and reflection is required from all involved parties (students, community partners, and teachers). In this sense, joint considerations must also take place as to which activities are considered to be appropriate and which are legally safeguarded. Students should be introduced as students and not as full-time employees, interns, or in other roles. Activities outside the Service Learning context should not be part of the commitment (e.g. nursing or counselling activities). Liability and insurance issues must be clarified in advance in the case of an accident or critical incident.

Butin (2010) describes another relevant risk, namely that an ideology in the sense of a charity orientation in Service Learning can lead to neglecting the connection to the academic learning content. A risk is also viewed in the fact that the actual social and cultural realities of the community are no longer seen in their holistic relationships. Instead of a dynamic exchange of knowledge and resources, students are wrongly regarded as "providers" and community partners as “recipients”. A lack of reflection on this duality can result in students perceiving themselves as elevated and not working close enough to the real needs of the community (Butin 2010). Power relationships can be reproduced and the self-efficacy and empowerment of the community partners weakened. Reflection in the sense of questioning socio-political conditions and a critical scientific analysis is important to avoid premature prejudices, wrong expectations, and ideologies towards charity.

Working with Service Learning can lead to disappointments, especially for very committed students, if the project is not accepted as desired by community partners or problems occur. Planning a Service Learning project on paper can differ considerably compared to social reality. There can be understandable and pragmatic reasons for this. It makes sense to prepare students early for possible setbacks and failures so that they can better deal with disappointments later. Appropriate reflection helps them to learn from false expectations, mistakes, or plans which cannot be put into practice.

Understanding the critique and the concerns about Service Learning helps to re-think one’s own teaching approach. Such a reflection can strengthen the perspective on how a Service Learning course might achieve its best effectiveness in supporting students’ learning and simultaneously meeting communities’ needs.

Keep in mind:

Be thoughtful about criticism of Service Learning. Think about which students are interested in this approach and which students are excluded from it due to time, financial or social resources. How can students' diversity be realized in your course and how can students be motivated for participation in Service Learning? How can you ensure that Service Learning is more than just marketing? – These questions help to avoid criticism for Service Learning.

2.9 Examples for Service Learning

Example: Direct Service Learning in Nutrition Science

In the ‘horticultural friends’ project, students develop and plan food education sessions for children based on the theoretical part of the course and teach them in schools and preschools of the municipality. The slogan of the project is to teach children to know, value, consume and appreciate vegetables. They include multiple activities that stand out: contact with vegetables in nature and tasting.” – Example from the University of Porto, Portugal

Example: Direct Service Learning in Art Design

In the ‘Project of Industrial Design’, students are assigned to build projects with waste in the city. Students walk around in the community and look for the most abundant waste in the city. Students have to develop products using waste as raw material, like litter from the beach, leftovers from restaurants, etc. The products developed must be easy to produce and students should be creative in their development. After that, students offer a training course for people from the community with difficulties with finding a job (between 35 to 40 years old). They learn how to go back to the job market or initiate their own business. Students deal with environmental and social needs in relation to those people, together with the design project. – Example from the University of Porto, Portugal

Example: Indirect Service Learning in Business Education

Students in an accounting class provide costs analyses for different homeless shelters and identify new financial solutions for them. Students are in contact with the coordinators and managers of the homeless shelters and present their results in form of financial plans to them regularly. The service has a clear benefit to homeless people, but students do not work with individuals from these homes directly. The homeless shelter receive new ideas for their budgets and students learn how to work with customers – Example from the University of Graz, Austria (example extracted from Fernandez & Slepcevic-Zach 2018)

Example: Indirect Service Learning in Engineering

In a master's degree program, students developed an energy design workshop for community partners, which was based on a request form a missionary house in a coast town in Peru. The utility bills were getting too expensive as the water was heated by electricity. In the course, students designed a solar hot water system using materials available in their country and an analysis for the cost benefits of the system. Students completed the design of the solar hot water system and some of them went to Peru to install the system with the support of local technicians. The funds not used for the house utilities could be used for other purposes (example extracted from Duffy 2007).

Example: Advocay Service Learning in Archaeology

Advocacy Service Learning projects aim to create awareness and action on issues that impact the community. In the “CoHeritage” project, students work in a historical, archeologically and cultural rich area, which is affected by poverty to build awareness of their cultural heritage diversity. Students work in an Ecomuseum and organize exhibitions and events for migrant residents and native neighbours to inform and give information about the local heritage in their community and to support an intercultural dialogue. – Example from Sapienza University Rome, Italy

Example: Research Service Learning in Teacher Education

Research Service Learning offers information on topics and areas that is needed for a community. At the University of Vienna, faculty built a partnership with a local school. The school raises an issue and gets in contact with faculty which results in a first conversation and then in a written contract between the school and the university. In a meeting, school staff, students and faculty introduce themselves and get to know each other. In the course of the process, students learn about research methodologies with the practical problem of the school. They design an empirical study and do research in the school. After the analysis of the research data, students present the results to the school and write a final report. The research and its results should help schools to improve their practice. Pre-service teachers in return learn to apply a critical distance to school life and to understand the school as a community, which in turn supports their professional development as a teacher. – Example from the University of Vienna, Austria (example extracted from Schrittesser 2014)

3 SERVICE LEARNING COMPARED TO OTHER METHODOLOGIES

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3.1 Introduction

At first sight, it seems easy to understand the concept of Service Learning, however, when confronted with other teaching approaches, it can be useful to benchmark the Service Learning approach to others. This chapter provides an outline of applied coursework in higher education and highlights the Service Learning approach in particular. Six practical teaching approaches are displayed in this chapter and then compared to the Service Learning approach: 1) community-based research, 2) project-based learning, 3) (participatory) action research, 4) internships, 5) volunteering, and 6) social entrepreneurship. These teaching approaches were chosen because of their similarities to Service Learning and the (high) risk of mix-up.

Bringle and colleagues (2006) identify the following essential features of the Service Learning approach:

- as course-based, academic rigour
- as a credit-bearing educational experience of students,
- as organized service activity which enables students' participation,
- as oriented on identified community needs,
- as reflective practice in such as to promote academic learning, enhance personal growth and civic responsibility.

A popular mistake is to equate Service Learning with other methodologies like internships or volunteering. This is not the case, as readers will recognize in this chapter. However, even for experienced teachers it is sometimes difficult to distinguish between different applied teaching methodologies. This confusion can be explained as “the kinds of pedagogical activities in which students engage during Service Learning resemble practices that are found in across experientially based approaches” (Furco & Norvell 2019). Many teaching methodologies as a type of learning focus on behaviour (e.g. simulations, problem-based learning), on field-based learning (e.g. volunteering, internships) or on reflection (field trips, action reflection methodologies); nevertheless, Service Learning crucially points to all of these elements at the same time (Witmer & Anderson 1994).

Being aware of the peculiarly features of Service Learning is helpful for the practical application and research of Service Learning, as to find appropriate goals, aims, contents, categories for planning courses and doing research on Service Learning. Using the metaphor of a balance beam Furco (1996) offers a way to differentiate Service Learning from other methodologies. Based on five examples of experience-based methodologies, the balance beam compares them on two continua: the first continuum points out if the focus of the activity is rather related to *Service* or *Learning,* the second continuum describes if *the primary intended beneficiaries of the service activities,* the providers of the service (students) or the recipients of the service (community partners) (Furco & Norvell 2019).

In community service and volunteering the focus of the experience lies on the service and the service provider is not the primary intended beneficiary. In field education and internships, the focus mainly lies on the learning part and the providers are the primary intended beneficiaries. In Service Learning, the experiences should intentionally balance out both sides of the continuum. Experiences intentionally focus on learning to ensure academic learning for the provider and service for the recipient. An essential goal in Service Learning is that both the provider and the recipient benefit from the experience (Furco & Norvell 2019). The differentiation between providers and recipient, but also between

mentors and mentee or teachers and students can lead to misunderstandings. Mutual interest always drives Service Learning and a clear differentiation between these roles and functions might be problematic. In the Service Learning phase, students become recipients as they acquire new practical knowledge and new insights into the lived experience of the community, at the same time community partners become providers offering their experience-based knowledge. The arrows in Furco's (1996) balance beam model illustrate this reciprocal process. Service Learning is organized cooperatively and as a process. From this perspective, a strict differentiation between dichotomous spheres is not possible.

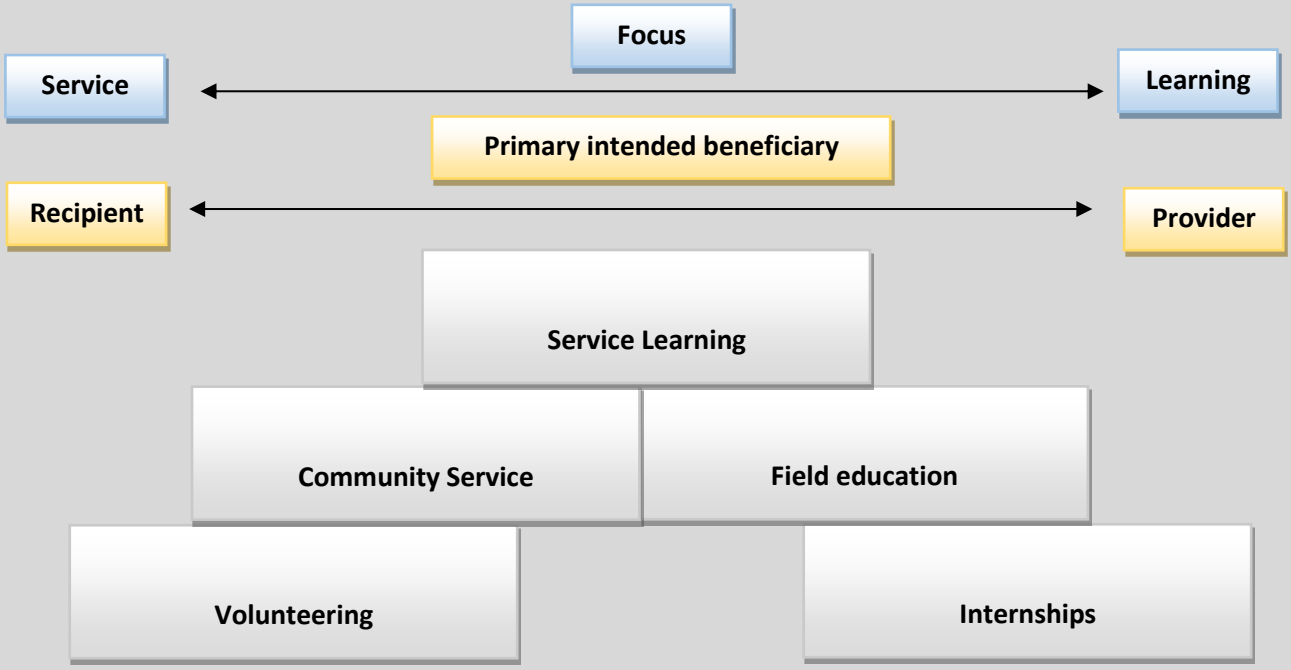


FIGURE 5. THE BALANCE BEAM (FURCO 1996)

In this sense, students may act as a provider offering their academic knowledge to the community, while in parallel gaining new applied knowledge during their service experience. Students' and community partners' reflections on their own position in the societal structure give them empowering knowledge. According to this reciprocity paradigm, Service Learning posits in the middle of this balance beam – sometimes the focus will be more on the learning part and sometimes there

will be a stronger service part. Nevertheless, aiming to combine Learning with Service, the Service Learning approach is positioned in the middle of the balance beam. This distinguishes Service Learning from other teaching methods and makes the approach unique.

Keep in mind:

Service Learning builds a balance between "service" and "learning" and encompasses a reciprocal process where students become providers, learners but also service recipients. Teachers should consider the profile of their students and in which sense they take on these different roles in relation with the learning objectives of the course. Try to reflect these roles with students and how they relate to their socio-structural position in society.

3.2 Mapping of other teaching methodologies with Service Learning

The following subchapter gives an overview of different experience-based methodologies and how they can be differentiated to Service Learning according to the definition of Service Learning by Bringle and Hatcher (2006, see chapter 2). Service Learning as a pedagogy fulfils all of these criteria: it is integrated into a course at the university and focuses on academic learning **(course-based)** so that students get credit for their engagement and learning achievements (**credit-bearing**). At the same time, the service is organized in cooperation with the university and community partners **(organized service activity**) which also secures that the service deals with a real existing problem and **meets identified community needs**. To combine learning with service a **reflection on the service activity** supported by the university and community partners seems unbearable. Other pedagogies instead do not totally meet these criteria (but they might fulfil others).

In the following, different experience-based methodologies will be introduced in more detail and differentiated from Service Learning. Table 1 provides a quick overview of the similarities and differences of these pedagogies according the criteria of Service Learning. Such a differentiation does not argue that Service Learning is the “best method” but aims to make similarities and differences more explicit and understandable.

The methodologies were selected as they all intend to enable learning in a practical field and try to integrate academic with experience-based and practical learning. In this sense, they have existing relations with Service Learning, but differ from it in some aspects. These methods were selected because of their popularity and familiarity in higher education teaching and research. A cross in the table represents a fulfilled criterium.

Mapping	Community-based research	Project-based learning	Action research	Internships	Volunteering	Social entrepreneurship	Service Learning
course-based	X	X	X	X			X
credit-bearing	X	X	X	X			X
organized service activity				X	X	X	X
meets identified community needs	X		X		X	X	X
reflection on the service activity		X	X	X			X

TABLE 1. MAPPING OF METHODOLOGIES IN COMPARISON TO SERVICE LEARNING (RESCH 2021)

- **Community-based research:** Like Service Learning, community-based research also intends to identify a need in the community and is integrated into a university course. Nevertheless, it has a strong focus on research and the service might not be guided by the university. This also applies to reflection, which is oriented towards the research processes and results rather than on a service activity.

- **Project-based learning:** Project-based learning is situated in a course or in the curriculum similar to Service Learning. Students are prepared and supported to realize a project in class or with a community partner, also the process of achieving the project goals is reflected with teachers. However, the project might not entail a service. Project-based learning must not be connected with community engagement or a real need. Students can choose the topic they want to work on. This is not the case in Service Learning.

- **Action Research:** Action Research has a strong focus on the use of research to identify solutions for a community need or problem and provides knowledge for change. In action research, community partners engage in research themselves. Like Service Learning it might be integrated into a course at the university. Nevertheless, the organized activity mainly focuses on research and not on a community service.

- **Internships:** Internships are often located in the curriculum and provide students in an academic course possibilities for reflection on their practical experiences. In this sense, internships might not be oriented towards the interest or needs of a community. Usually an existing community need is not identified in advance for an internship. Also, internships might not take place in the course of the curriculum, but can be chosen voluntarily be students, who feel they need more practice. In this case, there is also no integrated reflection of experiences.

- **Volunteering:** Volunteering is often connected to a self-guiding and altruistic activity in a community, which has no defined end. Volunteering is also deeply rooted in the real needs of a community and might also be organized by an institution. In comparison to Service Learning, a guided reflection on the performed experiences is usually not foreseen by the university.

- **Social entrepreneurship**: Social entrepreneurship usually does not take place within a course. It focuses on an existing need just like Service Learning and also offers services, but the experiences are not accompanied by a university course or integrated reflection.

After this comprehensive overview, each methodology is described and compared to Service Learning in more detail.

a) Project-based Learning

Project-based Learning means working on a topic for a longer period of time and applying multiple perspectives on the topic (Rengstorf & Schumacher 2013, p. 20). One's own experiences and action are in the foreground of this learning strategy. Students should have a strong interest in the topic of the project. Activities should be relevant to the students and the community. Project-based Learning is also connected to motivation and the curiosity of students in order to promote engagement. Personal development is possible because of a link between theory and practice. Projects take some time, for example (more than) one semester, and therefore, activities are continuous, which supports learning over a longer period of time. This is also the case for Service Learning projects, as they may have a duration over several semesters. Nevertheless, community needs are not the focus of Project-based Learning. However, Project-based Learning also contains elements of Service Learning, such as: project design, implementation of the project, project closure etc.

Keep in mind: Service Learning versus Project-based Learning

Community needs are not the focus of project-based learning. However, project-based learning also contains elements of Service Learning, such as: project design, implementation of the project, project closure etc. Service learning and project-based learning can be viewed as competing method or as methods, which can be applied together. As Miller (2011) notes, project-based learning can be applied for different real world problems.

b) Action Research and Participatory Action Research

Action research is a methodology to work on practical issues of the community in a participatory way between researchers and practitioners from the community. Community members and researchers work together to "(a) identify and analyse community problems, (b) find solutions to those problems through the best methods of research, and (c) test those solutions in the community" (Harkavy, Puckett & Romer 2000). Action and reflection are repeated in ongoing cycles to co-generate knowledge and to initiate change in the community (Guta & Roche 2014). In this sense, action research is characterized by the following elements:

- research for and with the community
- practical questions from the community
- the connection of action and reflection
- confronting different perspectives of different people involved
- a contribution to the visibility of practical knowledge in the community by publishing results
- triggering long-term change and development in the community

Keep in mind: Service Learning versus Action Research

In action research, a service is not the main focus – students do not perform a "service" in action research, but engage in a research process, which is practical and action-driven. Reflection does not have to be part of the learning process for students in class but can be conducted in the community. Nevertheless, there are approaches to connect Service Learning with elements of action research.

c) Internships

Internships are “structured and career relevant work experiences obtained by students prior to graduation from an academic programme” (Taylor 1988, p. 393). Internships are practical working experiences in the potential field of employment. Internships during one’s studies are supposed to lead to an increased employability and better qualifications for the actual job. Linking theory and practice is seen as an enrichment of studying in general. Internships are oftentimes viewed as key elements of a study programme and have the purpose to give students real-life insights into their future jobs and to gain practical experiences. Service Learning does not have this goal and is less oriented towards the future job. Also, internships do not necessarily have to provide overlap with course contents, which is the case for Service Learning.

The typical output of internships are practical skills in the respective field of study. Internships can differ in their duration, the tasks of the students, their structure (whole weeks, single days, hours), their social conditions (teamwork or individual work), their anchorage in curricula and study programmes, and their degree of structured versus unstructured activities. They can be obligatory or voluntary (Hascher 2007).

Keep in mind: Service Learning versus Internships

- ***Civic engagement***: **The intrinsic motivation or feeling of civic engagement might not always be high when completing an internship, and other motives can be predominant, e.g. external motives such as career development. Service Learning is supposed to contribute to social change, which is not the case for internships (Rehling 2000).**

- ***Voluntary element:*** **Internships are usually unpaid, and students might be mixed-up with being volunteers. However, not all internships are voluntary – some are mandatory elements of study programmes.**

- ***Missing community need***: **Service learning is more rooted in the actual community (e.g. non-profit organisations, associations in the community or neighbourhood, social service) than internships. The employability and career of the student is paramount to the needs of the community.**

- ***Reflection:*** **Reflection processes mainly take place regarding learning outcomes of the individual student, not for the overall process.**

d) Volunteering

Volunteering is generally considered an altruistic activity, where an individual or group provides services for no financial or social gain to benefit another person, group or organization. The degree of students' engagement is high because volunteering requires a high willingness to improve the sector for the higher cause of serving. Being involved in a higher cause makes them part of the community progress and improvement. Volunteering can take place inside and outside the university (e.g. in student unions, in youth clubs, in mentoring etc.) and is an activity, which is not paid and usually has no specified start and end.

Keep in mind: Service Learning versus Volunteering

- **Learning is not an explicit goal of volunteering, it is tangential and unintentional.**
- **Volunteering is not necessarily course-based.**
- **Volunteering might not affect an organised service and thus be less structured than Service Learning**
- **No systematic and necessary reflection on learning or the activity**

e) Community Based Research

Community based research (CBR) is a distinctive methodology, based on partnership and full, equal engagement between university researchers, students and practitioners in community organizations. Compared to Service Learning, the focus shifts from the service activity to a research activity.

Community based research can be defined as a *"…form of action research that involves research partnerships between university-based academics and communities, emphasizes lived and experiential knowledge to guide the research process, and promotes capacity building to empower communities to take a leadership role in the research process. CBR projects bring project stakeholders together throughout the research process, from identifying the issues to collecting and analyzing the data, to developing strategies to bring results to policy makers with the goal of producing systemic social change."* (Tandon et al. 2016, p. 1)

Keep in mind: Service Learning versus Community Based Research

Compared to Service Learning, this approach puts its emphasis on research. Strand and colleagues (2003, p. 5) conclude that *"the distinctive combination of collaborative inquiry, critical analysis, and social action that CBR entails makes it a particularly engaging and transformative approach to teaching and engaged scholarship. Moreover, its potential to unite the three traditional academic missions of teaching, research, and service in innovative ways makes it a potentially revolutionary strategy for achieving long-lasting and fundamental institutional change."*

f) Social entrepreneurship

Social entrepreneurship is a concept, which focuses on social enterprises which have an explicit social impact through their economic and social activities. These enterprises support local development and social cohesion. By combining societal goals with an entrepreneurial spirit, they are key stakeholders in social economy and social innovation. Compared to Service Learning, social entrepreneurship also follows real community needs, however, reflection might not be integrated into the experience, nor is it usually course-based or credit-bearing.

Keep in mind: Service Learning versus Social Entrepreneurship

Social entrepreneurship and Service Learning engage students in experience targeted to public goods and social innovation. There are, however, differences between the two approaches: Service Learning has been developed as a "service-based learning approach" (Sigmon 1994). Against this background, while the beneficiaries of Service Learning are mainly students, social enterprises focus on a broad set of public and private stakeholders. Social entrepreneurs focus on the change, taking place at the community level, targeting at financially sustainable projects and services, which combine economic and societal goals (Jones, Warner & Kiser 2010).

g) Summary of applied teaching methodologies

Community-based research	Project-based learning
• Researchers & community partners work together on research • Emphasize on lived and experimental knowledge • Produces social change (systemic) • Can be based on funding • Intends to create leadership in the community • Group experience	• A community focus is not necessary • Aims to solve complex problems • Transfer from teachers' "You should know" → to students' "I need to know" • Focuses on the development of transversal or professional skills • Integrates project planning and learning based on a specific problem • Group experience
Action research	**Social entrepreneurship**
• Practitioners from the community conduct research with a social impetus • Follows a reciprocal action and reflection cycle • Works on the basis of a real need in the community • Group experience	• Targets social impact • No integrated reflection of activities • Intends to create a sustainable business model with a social impact • Risk of exploiting students who might work for free • Group experience
Volunteering	**Internships**
• For a good cause/impact • Volunteering is not based in the curriculum and does not bear credits • Can be an organised activity • Has no start and end (varies in duration) • Reflection is a minor part • Individual experience	• Focus on professional development • Focus on technical and content skills • Competencies are acquired in a specific context • Bridges the gap between theory and practice • Mentors/supervisors are part of the process • Individual experience

TABLE 2. SUMMARY OF TEACHING METHODS SIMILAR TO SERVICE LEARNING

4 BENEFITS OF THE SERVICE LEARNING APPROACH

Maria Slowey and Tanya Zubrzycki

4.1 Introduction

As discussed in other chapters in this workbook, the ways in which Service Learning is defined and interpreted can vary across different higher education systems, individual universities, and disciplines. This can pose challenges in building a strong empirical evidence base, which demonstrates the benefits of the approach. Furthermore, many stakeholders are involved, each of which may have a different perspective – such as students, teachers, universities and other higher education institutions, community organisations and prospective employers.

In this chapter of the workbook, we explore two key questions:

1. First, what is some of the evidence on the potential benefits of Service Learning?
2. Second, how might Service Learning principles be incorporated into student research projects?

We answer these questions on the basis of published evidence and empirical evidence collected in the form of semi-structured interviews in the ENGAGE STUDENTS project.

4.2 What are the main benefits of Service Learning?

Service Learning 'offers both opportunities and benefits for all involved participants, including students, faculty, community, and the academic institution' (Warner et al. 2012 in Rutti et al. 2016, p. 425). While the overarching aim of

Service Learning is to contribute to a positive social change, a number of stakeholders are involved and they can have different perspectives on what constitutes the potential benefits. Below is a brief overview of each stakeholder group, drawing on academic literature and empirical evidence from qualitative interviews conducted with educational experts in higher education institutions.

a) Benefits to students

Rutti et al. (2016, pp. 425-426) reviewed academic literature and used nominal group technique to poll faculty on stakeholder benefits from Service Learning projects. In their article, they cite a number of studies suggesting various benefits to students, summarised as follows:

- Overall, the benefits of participating in Service Learning projects on undergraduate level were documented in numerous studies (Eyler & Giles 1999, Rhoads 1997 & 1998, Eyler et al. 1997 in Rutti et al. 2016).
- It has been long established that Service Learning 'connects classrooms to the world outside campus, while creating an ethical base for learning' (Coye 1997; Boyer 1994 in Rutti et al. 2016, p.426). Furthermore, Service Learning was found to emphasize 'how to' and reinforce citizenship and service – 'an on-going concern in educational systems' (Staples & Ornatowski 1997; Barber 1994; Boyte 1993 in Rutti et al. 2016, p.426).
- Studies found that traditional education does not empower students and does not provide skills and knowledge for participation in public life (Rosenberg 2000, Forman & Wilkinson 1997 in Rutti et al. 2016, p.426), while Service Learning integrated into a regular classroom stimulates both teaching and learning (Henson & Sutliff 1998 in Rutti et al. 2016).

- A number of studies found Service Learning assignments involving interaction with those in need to foster students' personal development – from experiencing empathy (Wilson 2011 in Rutti et al. 2016) to questioning their existing stereotypes and personal values (Bamber & Hankin 2011 in Rutti et al. 2016).
- Service Learning was found superior to a traditional research project in supporting student development and achieving socially desirable outcomes (Casile et al. 2011 in Rutti et al. 2016).
- Another study established that Service Learning projects are as valuable as student internships, facilitating appreciation of the environment, the community and ethical concerns (Simola 2009 in Rutti et al. 2016).
- Effective teaching style enables students to apply Service Learning to resolving real-life problems (Elzinga 2001 in Rutti et al. 2016).
- Providing a space for reflecting upon experiences is an important element of Service Learning, as evidenced in a study finding that student learning happens due to the time spent on reflection (Gibson et al. 2001 in Rutti et al. 2016).
- Engaging in Service Learning projects facilitates development of skills for effective functioning in the labour market or in graduate school (which are difficult to measure by course grades) (Hansen 1999 in Rutti et al. 2016).

Which benefits do teachers perceive from the Service Learning approach? Results from interviews of the ENGAGE STUDENTS project:

- "to be a good citizen" (Ireland, Interview 2).
- "This opportunity gives them real-world experience and when they graduate, they are job-ready" (Ireland, Interview 5).
- "Service based learning provides an opportunity to practice – going back to a concept and leads to understanding abstract frameworks and how they work in practice" (Ireland, Interview 5).
- "Where students have to, for example, develop a social enterprise as part of a module, they learn to have contact and work with the local community, and identify community needs" (Ireland, Interview 2).
- "In order to gain access to service providers, students learn to build networks involving their lecturer and other university colleagues, they also learn to build trust" (Ireland, Interview 2).
- The reflective piece allows students "to articulate the learning they've derived, and how that fits with their sense of self, how it fits in with getting them ready for employment, who they are in terms of the wider community, what sort of effect they've had" (Ireland, Interview 3).
- "When working with organisations in the ageing sector, students can work with a cohort outside of what they may be exposed to, which provides students with an opportunity to challenge stereotypes and explore how ageing is informed" (Ireland, Interview 5).
- "For students coming from overseas, exposure through Service Learning to organisations working in their area of study in another country can be beneficial."
- "It teaches students how to engage with the world outside, versus doing well in exams taught in second-level school system" (Ireland, Interview 2).
- "Students are often asked to make a presentation to the board, and feedback can be varied which is useful" (Ireland, Interview 1).
- "Students typically don't get executive and managerial experience and Service Learning gives direct contact with managerial staff" (Ireland, Interview 1).
- "Professionally, students gain experience on their CV, but most students do it because they think it is a good thing to do" (Ireland, Interview 1).
- "Students learn to be entrepreneurial in approaching stakeholders, develop leadership skills" (Ireland, Interview 2).

b) Benefits to teachers

- Through Service Learning projects, teachers have an opportunity to conduct action research (Harkavy & Benson 1998 in Rutti et al. 2016), which in turn can facilitate educators' understanding of teaching and learning and enhancements in classroom practices (Richards & Platt 1992 in Rutti et al. 2016).
- According to Johnson et al. 1991 in Rutti et al. 2016, 'cooperative learning has been found to increase college faculty instructional productivity' (p. 427).
- Rutti et al. 2016 indicate that 'faculty are traditionally encouraged by Service Learning and often find linkages to the external community that form the basis of teaching cases, journal articles, and research streams in addition to increasing the service component of the instructor's role' (p. 427).
- Service Learning provides for a connection with real world situations, facilitating understanding of theoretical concepts through creative and effective methods of teaching. This is reinforced in a study by Calvert et al. 2011 (in Rutti et al. 2016, p. 425) which found that 'service-learning methodology bridges theoretical concepts with experiential learning through projects within the larger community'.
- Depending on resources available, there are a number of ways to achieve active learning in the classroom.

c) Benefits to higher education institutions

Resources allocated by higher education institutions to activities such as identifying and addressing the needs of external community and working with its members, for example small businesses or agencies, can 'lead to the accumulated knowledge over time and gradual development of the infrastructure to absorb such integration [that] typically follows' (Rutti et al. 2016, p.426).

d) Benefits to community partners

A study of Service Learning projects with community-based small business partners (Simola 2009 in Rutti 2016) 'found benefits to small business owners customized, onsite services, no financial costs as are associated with consultation or training options, an unbiased and well-rounded strategic audit, and receipt of an alternative perspective on the business and opportunities that would not otherwise be available'.

From the interviews in the ENGAGE STUDENTS project:

- Service Learning aims at identifying and contributing to solving a need in the community.
- 'There are examples when organisations take on board suggestions made by students. Smaller organisations can get a lot out of engagement with Service Learning, they see students as a resource' (Ireland, Interview 1).

e) Benefits to prospective employers

Studies show that applied learning such as Service Learning allows for opportunities to repeat and reinforce concepts, which in turn facilitates retention and transfer of this learning to social agencies and business or service organisations (McKeachie 1999, Schamess et al. 2000 in Rutti et al. 2016).

From the interviews in the ENGAGE STUDENTS project:

- 'This is one of the reasons why we promote engagement and stay closely involved in the NGO sector, because it gives our institution a real understanding of the grassroots issues on ageing and highlights opportunities where we could be of assistance and support them.' (Ireland, Interview 5).
- Service Learning provides 'opportunities to relate [students'] learning experience to what they have been taught and see how useful and realistic it is. It makes the school at the university very relevant and current.' (Ireland, Interview 1).

4.3 Benefits of engaged research in the context of Service Learning

a) Understanding engaged or community-based research

While a number of research approaches can be applied to investigate the outcomes of Service Learning activities, there is also an opportunity to incorporate Service Learning principles into research – through engaged, or community-based research methods (see chapter 3.2).

For the purposes of ‘A How to Guide’ on engaged research practice and principles, the term ‘engaged research’ is described as ‘a wide range of non-discipline-specific rigorous research approaches and methodologies that share a common interest in collaborative engagement to address an issue of public interest or concern’ (Adshead et al. 2018, p. 2). However, the authors draw attention to the fact that a number of discipline-specific terms are used to describe engaged research, with some researchers using the terms ‘applied’ and ‘real world’, while others giving preference to the terms ‘community-based’ or ‘participatory’.

Engaged research is defined as research that aims to improve, understand or investigate an issue of public interest or concern, advanced *with* community partners rather than *for* them:

> “Engaged research is not about the recruitment of research study participants; or simply raising awareness of research through online, print media, publications of research findings, and outreach activities. For engaged research to be authentic, the relevant research stakeholders should meaningfully and actively collaborate across the stages of a research life cycle.” (Adshead et al. 2018, p. 2)

Thus, a key distinction of engaged research from Service Learning lies in the emphasis on research and development of an evidence base. Community-based research (CBR) can be viewed as a distinctive methodology, based on partnership and full, equal engagement between university researchers, students and practitioners in community organizations. Tandon and colleagues (2016) define CBR as a

> "…form of action research that involves research partnerships between university-based academics and communities, emphasizes lived and experiential knowledge to guide the research process, and promotes capacity building to empower communities to take a leadership role in the research process. CBR projects bring project stakeholders together throughout the research process, from identifying the issues to collecting and analyzing the data, to developing strategies to bring results to policy makers with the goal of producing systemic social change." (2016, p.1)

In a review of examples of good practice Stand and colleagues (2003) highlight important ways in which CBR differs on the one hand from 'traditional' academic research and, on the other, from what sometimes can appear as 'charity-oriented' Service Learning. They conclude that

> "…the distinctive combination of collaborative inquiry, critical analysis, and social action that CBR entails makes it a particularly engaging and transformative approach to teaching and engaged scholarship. Moreover, its potential to unite the three traditional academic missions of teaching, research, and service in innovative ways makes it a potentially revolutionary strategy for achieving long-lasting and fundamental institutional change." (Strand et al. 2003, p.5)

b) Potential benefits of engaged or community-based research

The underlying aim of CBR is to contribute to positive social change. In this respect it can be viewed as a methodology similar to Service Learning (see also chapter 3.2). Tandon and colleagues (2016, p. 4) draw attention to potential advantages of CBR to the different stakeholders – the university, the community, and wider society:

Potential advantages to the university:

- *Creating knowledge in the context of application.*
- *Enhancing societal relevance of the research.*
- *Enriching research training and university course integration with societal relevance and cultural sensitivity.*

Potential advantages to the community:

- *Learning how to enhance capacity, such as by conducting research.*
- *Accessing resources, such as funds, knowledge, and labour.*
- *Changing social or personal inequities and solving problems.*

Potential advantages to society:

- *Leads to overall societal betterment by enhancing participatory and democratic processes.*
- *Provides sustainable solutions to pressing societal challenges*

A Campus Engage publication informed by a review of international literature along with extensive consultations with researchers, policy makers, funding agency personnel and community partners, suggests the following benefits of engaged research collaboration (Adshead et al. 2018, p. 3):

Understanding the benefits of engaged research collaboration

For some, the goal of engaged research is social action (broadly defined), for the purpose of achieving social change and social justice either directly or indirectly. For others, engaged research is the logical response to socio-technical, political and other research drivers to support equitable, sustainable, evidence-informed innovation. It is a means to incorporate 'public user' insights into production, design and technology for maximum impact. Engaged research maximises impact by:

- *Allowing for greater public accountability;*
- *Requiring tacit knowledge exchange to address societal challenges;*
- *Setting evidence-informed research impact performance indicators;*
- *Stimulating a stronger external demand for innovative policy, practice, products and services;*
- *Increasing reuse of data and decreasing duplication of effort;*
- *Maximising the value of research investment and providing a better return on investment;*
- *Creating better public support and understanding.*

To support the development of engaged research, a ‘how to guide’ has been produced and is freely available on an open access website (Campus Engage 2019). Based on an extensive consultation exercise with researchers, community representatives and policy makers, this guide suggests a helpful checklist to both policy makers and higher education institutions:

Keep in mind: Checklist for engaged research

- ✓ Has the research question / hypothesis been formulated in dialogue with community stakeholders for whom the research is relevant?
- ✓ If your research is addressing a societal challenge or issue of public concern, have you engaged those stakeholders most affected?
- ✓ Does the proposed research tap the expertise and tacit knowledge of both researchers and community members?
- ✓ Does the design of the research ensure that stakeholders and researchers are clear about the extent of their collaboration, their respective roles and responsibilities, what they can expect to gain from the research, and what they will be expected to contribute?
- ✓ Is the allocation of funds appropriate for the roles and responsibilities assigned to each teammate?
- ✓ Can the research findings be utilised by researchers and stakeholders in order to address the societal challenge or issue of public concern?

5 INTEGRATING SERVICE LEARNING INTO TEACHING AND ASSESSMENT

Agnė Gadeikienė, Vaida Pilinkienė, Jovita Vasauskaitė, Rima Kontautienė

According to Lee (2011), Keeling and Hersh (2012), Service Learning provides students with access to the community and encourages real world problem solving. Harris (2011) suggests that Service Learning encourages students to think beyond the learning. Service Learning is a form of education, in which students engage in activities that address community needs and structured opportunities, which are purposefully designed to promote students' learning culture and development. These activities must provide opportunities for students to reflect on meaning and significance of the Service Learning projects they have participated in. It is also important that students take into consideration the perspectives of those for whom they have provided the service. This chapter focuses on how service learning can be integrated into teaching and learning outcomes.

5.1 Establishing a learning culture for Service Learning

Kenworthy-U'Ren (2003) stated that the integrating of Service Learning provides a platform for discussing social responsibility and real-world ethical considerations in higher education. These concepts become tangible for students through hands-on experience and observation (Kenworthy-U'Ren 2003). The integrating of Service Learning culture into the university will enhance student's understanding of social concerns with the goal to produce civic awareness.

Service Learning is both a theory and a methodology. It is experiential education that occurs over a period of time and requires interaction between faculty, teachers and the community. Service learning is effective because situational knowledge has to be applied, and this requires reflective thinking and inquiry. The creating of Service Learning course raises substantive pedagogical

challenges and necessities. A re-conceptualization of the teaching-learning process will be needed to solve these challenges.

Reflection lies at the core of Service Learning because reflecting can foster a ‘critical self’ that questions the status quo (or what is known) to develop ‘solutions’ that are grounded in formal knowledge and skills (Caspersz & Olaru 2017). Service Learning activities are experiential (real life) and reflective activities in which students enrolled in an academic course provide a needed service to the community. Structured reflection opportunities help students to make connections between theories and practice (Brownell & Swaner 2009).

According to Brownell and Swaner (2009), “there are several factors to consider when developing a quality service learning experience:

a) students must have meaningful service experiences;

b) the duration of the experience should be long enough to be meaningful;

c) the regular feedback to students regarding their progress should be ensured”.

An effective quality Service Learning culture considers the following points:

- **Meaningful service experiences reflected in curricula**: Students should interact directly with the community to receive meaningful service experiences. As stated by La Lopa (2012), “engagement requires the faculty member to determine how the students will link the course content to the service experience and ensure that the project meets the course content”. Therefore, faculties should be involved in the defining of course learning goals and the role that service experiences might play in achieving those objectives. Faculties will need to make readjustments to their “syllabi, statements of course learning goals and objectives, assignments, project descriptions, reflection prompts, and feedback” in order to combine service and teach (Clayton et al. 2014). Curricula might have to be adapted.

- **Duration of experiences and course structures:** Also, according to Brownell and Swaner (2009), “the duration of the experience should be long enough to be meaningful”. This means that there should be enough time to build relationships between students and other community members and that this should be mirrored in course structures, which might be longer than just one semester.

- **Cooperating with community partners:** La Lopa (2012) reports that faculties need “to determine the amount of time the students will spend on and off campus to complete the project, if and when the community partner will visit the classroom, and how, when, where, and why the faculty member will become personally involved in the learning”. This involves an opening of institutions to the outside of the university and allowing community partners in their classrooms and learning processes.

Service Learning courses should be designed to ensure open communication between faculty and students, and ongoing reflection during the course (Jacoby 2015; La Lopa, 2012). Jacoby (2015) states that a critical reflection component is needed in Service Learning courses because they raise “critical questions”, and reflection helps students “consider multiple perspectives and to recognize complexity in a situation”. As mentioned by Scott and Graham (2015), Service Learning entails a collaborative initiative between students and the community that involves explicit learning goals, a response to genuine community needs, youth decision-making, and systematic reflection on the part of the students. According to Chambers and Lavery (2017), a Service Learning culture involves action and reflection, whereby students learn through both the action and the reflection on that action. As mentioned Brownell and Swaner (2009), “the quality of supervision offered at the site is of key importance”, and so regular feedback to students about their progress should be ensured. Jacoby (2015) reports that reflection in Service Learning encourages students to integrate experience, observation and knowledge, to examine theory in practice and so create the basis for Service Learning culture at the university. According to Jacoby (2015), faculties can use different types of reflection activities (see figure 6).

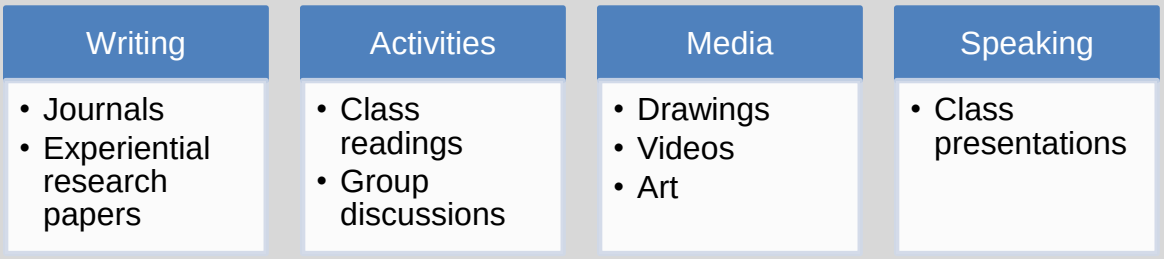


FIGURE 6. TYPES OF REFLECTION ACTIVITIES ADAPTED FROM JACOBY (2015)

5.2 Preparing for Service Learning

Successful Service Learning can create an enormous effort for teachers and usually the success of teachers' preparation depends on the institutional and community's partner's support. As mentioned by Butin (2010), but also Mueller, Brahm and Neck (2015), an intensive preparation, high complexity and balancing between securing of societal impact and learning outcomes are the challenges that teachers face at the same time. For the integrating of Service Learning into teaching and for course planning a common guide like PARE (Preparation, Action, Reflection and Evaluation) could be used as suggested by the Corporation for National and Community Service (2020).

Preparation	Preparation should include: a) **Community Partner Selection**. Learning about the community partner ‘s goals, expectations, staff can help in the selection of a partner that best matches the student’s or faculty’s interests, skills, and learning goals. b) **Goals and objectives**. Setting clear objectives for both the learning and community-based components of the course. c) **Ethical Issues.** All participants should carefully consider ethical issues before the course begins. d) **Logistics.** Logistic considerations should include the number and duration of student meetings and their spent on-site. e) **Expectations.** Considering expectations and assumptions of students and community partners, including what they hope to gain from the experience and concerns. f) **Course Content**. Giving information about course contents, activities, follow-up activities after course completion, reflection and evaluation. e) **Student Assessment**. Assessment of students should be considered. This could contain oral presentations, essays, final reports, research papers and self-evaluations.
Action	The course syllabus, roles, and schedules should be provided for students and community partners. During this step, teachers can ensure regular progress and assessments of students with different methods.
Reflection	Reflection includes critical discussions about students’ and community partners’ experiences. Reflection can take place in the classroom, in the community or individually through course assignments.
Evaluation	Service Learning courses should be evaluated from the perspectives of both community partners and students. Evaluating each experience is important for determining to which extent the goals and learning objectives of the Service Learning course were met. This is also an important learning for universities, for this reason, community partners should be asked about their experiences as well.

Service Learning requires students to specifically take an active and responsible role in their own development and learning by interacting directly with the community (Chambers & Lavery 2017). In this way it can enable them to apply their knowledge and critical thinking skills to meet urgent community needs. According to Resch (2018), students can participate in exploring community's problems or resources, selecting participants, or determining what activities to employ. A relevant part of Service Learning is the opportunity for students to use their skills for engaging in significant roles in real contexts and by working with community partners. The role of teacher and student rotates during the course (La Lopa 2012). The lines of distinction between the student role and the teacher role become blurred, so that students are teachers and learners, and teachers are learners as well as teachers. In an interview study with teachers, Miklautsch and Kohlmeier (2019) identified eleven roles of teachers in Service Learning courses (see figure 7).

FIGURE 7. ROLE VARIETY OF TEACHERS IN SERVICE LEARNING (MIKLAUTSCH & KOHLMEIER 2019)

On the one hand, teachers experienced themselves in a professional and content-driven role as an expert, project leader, teacher, academic instructor and research assistant, and on the other hand, they found themselves in more accompanying roles as supporters, mentors, coaches, communicators or facilitators of processes. These roles might continually change and intersect depending on the concrete phase in the Service Learning project and the needs of students.

Keep in mind:

Keep in mind the different roles of teachers in the Service Learning approach.

These can be divided in two categorises:

- ***expert roles* (1, 3, 5, 7)**
- ***supporting roles* (2, 4, 6, 8, 9, 10)**

1) expert, 2) supporter, 3) process manager, 4) mentor, 5) project manager, 6) coach, 7) teacher/instructor, 8) mediator, 9) research guide, 10) counsellor and 11) communicator.

As La Lopa (2012) stated, these principles provide a basis by which faculties must rethink their role in the classroom as these courses become student-centred as guide their own learning.

5.3 Transferring Service Learning into Learning Outcomes

Learning outcomes currently play an increasingly important role in higher education. As stated by Harden (2002) and Buss (2008), learning outcomes are broad statements of what is achieved and assessed at the end of the course and are used to specifically describe what is expected from a learner in form of understanding, knowledge and know-how. Davies (2002) highlights that the learning outcomes are related to cognition and to abilities and skills. Outcomes related to cognition include knowledge content and understanding. Outcomes related to abilities and skills encompass transferable skills, key skills, core skills and other practical skills (Davies 2002). According to Kettunen, Kairisto-Mertanen and Penttila (2013), the learning outcomes, which refer to knowledge, skills, attitudes, feelings and motivation are innovation competencies, which are essential for ensuring the interactive dialogue between the educational organization, students, and surrounding working life and society. Chalkley (2006) states that the most valuable contribution of higher education to sustainability is providing large numbers of graduates with the knowledge, skills and values that empower business, government, communities and society as a whole to live and work in more sustainable way. In accordance with Shephard (2008), knowledge-based economy skills and critical thinking are imperative for the success of future generations.

Every Service Learning course is a unique combination of the teacher, the learner, the community partner, the service performed in the community and the subject matter of the course. Service Learning is a complex approach to teaching and learning, thus, it needs approaches to assessment, evaluation and reporting that are suitable of capturing its complexity.

Kuh and colleagues (2008) state that a Service Learning culture can be a success factor for a significant impact on the improvement of academic achievements of students because of the practical use of classroom knowledge

through community engagement. Service Learning as experiential education is of great significant because it contributes to the building of social skills, work ethic and practical expertise. Eyler (2009) reports that methods of experiential education like Service Learning can lead to more powerful academic learning and help students achieve intellectual goals (see figure 8)

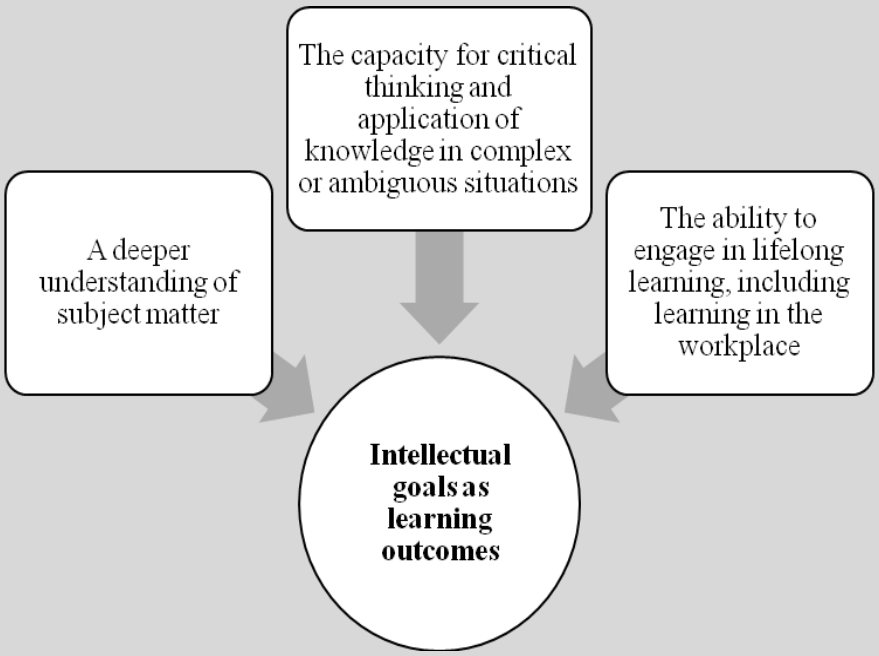


FIGURE 8. INTELLECTUAL GOALS AS LEARNING OUTCOMES

A well-planned course that integrates course content with service offers students opportunities to engage in problem-solving and decision-making and may lead them to greater satisfaction with their university experience (Moely & Ilustre 2014). Service Learning includes the practices necessary for achieving these learning outcomes. The use of structured reflection helps to relate practice and theory, so that contributes to students' understanding and ability to use what they know. According to Prentice and Robinson (2010), the goal of any higher education study programme is the attainment of learning specific outcomes, e.g., critical thinking; communication; career and teamwork; civic responsibility; global understanding and citizenship; and academic development and educational success. Service Learning activities could be transferred to students' learning outcomes related to cognition and to abilities and skills (see figure 9).

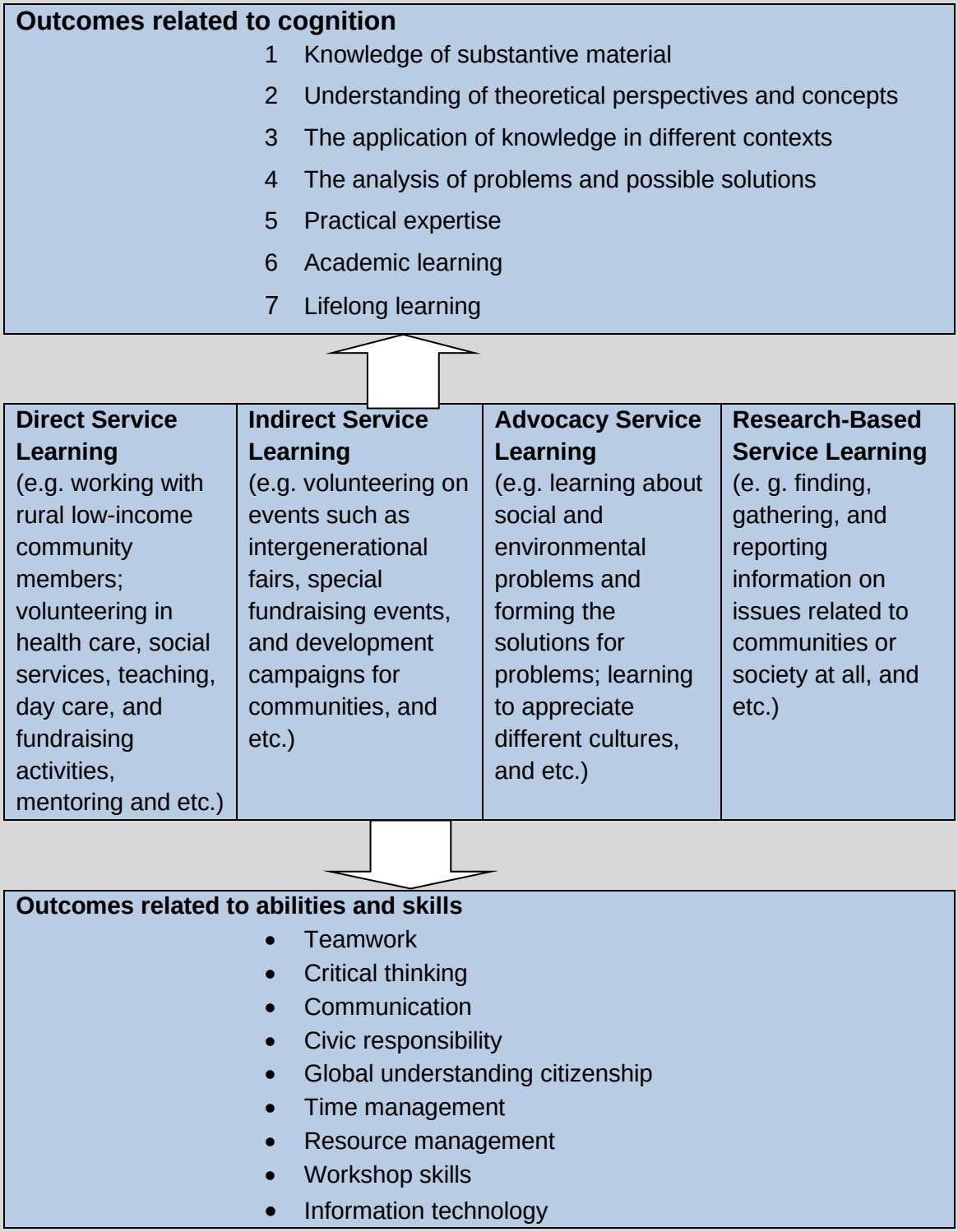


FIGURE 9. TRANSFER OF SERVICE LEARNING INTO STUDENTS' LEARNING OUTCOMES

5.4 Assessment formats for Service Learning

Assessment and evaluation of Service Learning activities represent an exciting but to date little elaborated topic. Teachers often find it difficult to assess, evaluate and formally recognize student engagement and consider the translation into assessable measures and evidence as a challenge. Nonetheless, assessment and evaluation prove to be important in order to make the Service Learning process transparent for students, to emphasize the importance of their service for community partners and to provide students with clear and visible evidence of their learning in the form of feedback. Steinke and Fitch (2007, p. 24) summarize this as follows: "Systematic assessments of service learning provide opportunities to demonstrate the powerful impact this pedagogy can have on student learning (...)".

Farber (2011, p. 50) describes several characteristics of the assessment process in the course of Service Learning. The assessment is designed as:

- complex and multidimensional (multiple dimensions of learning are taken into account)
- focuses on feedback
- is rooted in the respective context (situationally shaped)
- can be done by either teachers or students
- is both informal and formal
- is continuous – assessment should not take place only when the course has been completed (summative), but also during the learning processes of students (formative)

According to an understanding of Service Learning as a process, assessment and evaluation ideally take place throughout the entire course in connection with students, teachers and community partners. Forms of assessment should be carefully planned in advance to identify learning goals and expectations. Based on these goals, it is possible to consider which learning outcomes to be expected, how to measure them and which methods to use for assessment. Multiple methods should be used for assessment and combined in a fruitful interplay. This may sound complex, but it gives teachers a multi-perspective insight for the final evaluation and grading process. The application of different assessment methods offers the possibility to consider specific parts or dimensions of the Service Learning experience (e.g. civic responsibility, critical thinking, problem solving, team work, social learning, academic and cognitive learning) in the assessment and thus makes it possible to receive a holistic view of students' learning processes. In the literature of Service Learning in higher education, the following assessment methods are frequently mentioned.

a) Portfolio work

A portfolio is a collection of planning materials, work results, documents, presentations, visualizations and different forms of audio-visual documentation or artwork, which documents the learning and reflection process. Portfolios are used to observe the contents, methods and results (pieces of evidence) during students' engagement and to record and document them in writing or another form. Working with portfolios can be a useful and accompanying element throughout a Service Learning course. Each student works out his own independent portfolio. At the end of the course, it should be complete. In Service Learning projects, a portfolio can include schedules, records and documentation of activities, possibly specialist vocabulary, information and notes, results of reflection exercises or narrative evaluations (Resch 2018). The portfolio is the centrepiece and the basis of the assessment, since it can be designed individually, is closely aligned to the

respective Service Learning project and assigns students a high degree of personal responsibility for their grade. Students know that they are responsible for the documentation and the quality of the portfolio. Teachers can freely determine which focus they want to put on the documentation and which experiences they want to disclose. By working with a portfolio, students can independently monitor their own learning process. With the help of a portfolio, teachers can get an insight into the project progress, the learning development of the student, but also in students' service experiences.

Students should be prepared for working with portfolios and need a precise framework with regard to the design and structure of the portfolio. Using examples, teachers should make students familiar with the structure of a portfolio and what degree of freedom there is in terms of design and content. Students usually need regular reminders and encouragement to continue working on their portfolio. Ideally, the portfolio can be a travel guide to the entire project and record the individual development of the project as well as the learning process, from the first brainstorming of a Service Learning idea to the final reflection.

The contents of the portfolio can be adapted or supplemented according to subject-specific and content-related criteria. For students from a mathematics faculty, calculations or statistics with graphs can be built in (Farber 2011). For students from a linguistic faculty, the documentation of the extended vocabulary in a foreign language or the spelling of texts can be integrated (ibid.). The portfolio serves as a basis for the final assessment.

b) Rubrics

Rubrics can be used to evaluate students' special learning products. Assessment criteria are formulated in the sense of expectations of a specific learning outcome and linked with a number scale. The numbers express different levels of skills acquired or the quality of the learning product. Rubrics make the foundations of assessment more transparent for students and easy for teachers to

use. For the students, the expectations put on them become apparent. Rubrics are determined after the learning objectives and the corresponding learning outcomes. It is also possible to develop a structure together with students. In the final form, rubrics should be presented to students with examples so that they can understand them at the beginning of the course.

Rubrics can be applied to different learning areas and tasks of Service Learning. They can be used for evaluating reflection journals and oral presentations, but also for evaluating teamwork in the course of the Service Learning project or for assessing civic responsibility. In particular the assessment of civic responsibility is considered to be very difficult to measure and there are problems in differentiating this learning dimension in terms of its quality, since this also involves many normative assumptions. In this case, teachers should pay close attention to which forms of civic responsibility can be realistically and analytically determined as part of the project. Examples of a rubric in the area of civic responsibility can be found in Farber (2011). The table (table 3) below shows a rubric on the subject of evaluating a Service Learning project with visual, written and presented elements. In the appendix you will find an example of a rubric for evaluating reflective journals.

Farber (2011, p. 51) provides an exemplary structure for a portfolio as part of Service Learning which includes the following points:

- A learning and brainstorming web;
- Planning sheets for the project;
- A timeline (to be organized and completed by the team);
- Journal entries (for built-in learning reflection);
- Project notes, which can include vocabulary sheets, supporting questions, presentation notes,
- content area reading notes, research and information, diagrams, and drawings and charts; and
- Self-assessments (weekly group and self-assessments).

	Visual	Written	Presentation
1 (limited work shared)	Limited visual presented.	Limited written piece shared.	Student did not have a role in the presentation.
2 (does not meet standards)	Visual is partially completed, or not very clear, colourful, or detailed; communicated some learned information, but it is not organized.	Partially complete, lacks details or focus, or is in rough draft form with errors; communicates some information learned in the research process.	Student had a limited role in the presentation.
3 (close to meeting standards)	Visual is complete, showing detail, colour, and clear information; some aspect of the visual has problem(s) with clarity and/or understanding	Complete in final draft form and shows an understanding of the information learned in the research process; some problems with the piece are evident.	Student had a role in the presentation; used some good speaking skills, and shared information.
4 (meeting standards)	Visual is complete, organized, clear, and detailed; communicates learned information in a creative and understandable way.	Complete in final draft form and shows a thorough understanding of the information learned in the research process; is interesting and engaging to the reader.	Student had well-rehearsed role in the presentation; used good speaking skills and shared information enthusiastically with the school community.

TABLE 3. SERVICE LEARNING RUBRIC. ADAPTED FROM FARBER (2011, P. 101-102)

c) Students' self-assessment

Students’ self-assessment tools and scales are particularly suitable for students to demonstrate and reflect on learning and attitudes at the beginning of a project and during or after a Service Learning project. However, they can also be used in the form of checklists for students to sum up their own learning progress in the sense of self-assessment. Self-assessment can promote student self-analysis, lead to in-depth exploration of learning goals, and also promote a clearer picture of student perceptions (Farber 2011). In this sense, self-assessments can also be used as a learning method and give teachers more insight. On the one hand, the rubrics mentioned can be used in that students also use them to evaluate their work and hand it in at the end of the course. On the other hand, research scales can be used. These scales can either be developed by teachers or existing scales can be applied in a standardized or modified manner. Examples of such scales can be found in Bringle, Phillips and Hudson (2004) and Shumer and colleagues (2000).

d) Performance records

In principle, it is necessary to decide which partial achievements appear justified as a proof of performance for the respective course: regular participation in the course, preparation of an oral presentation, additional research, reflection exercises, preparation for student engagement, participation in supervision and accompanying supervision in groups, or final reporting. In general, students usually report a high amount of time spent on service activities. It can make sense to consider which partial performance elements are useful for final assessment. Certificates, which can be awarded at the end of the experience, offer additional recognition for the commitment to the community. The service activity should be mentioned in the certificate as well as the acquired skills. The certificate should be signed by the teacher, the institution and community partner involved (Hofer 2007).

5.5 Learning from the Evaluation of Service Learning

In the context of Service Learning, an evaluation aims to document Service Learning throughout the entire period of time on the one hand, and to stimulate improvement in feasibility and initiate a reflection process on the other hand (Saß 2007). There are several models of the evaluation of Service Learning activities. A popular model often used is the CIPP Evaluation Model by Stufflebeam (2003) – this model stands for “Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation”.

Before the actual start of the Service Learning activity, the responsible evaluator should document and collect objectives and interests of all those directly involved (students, teachers, community partners) or indirectly involved (e.g. faculty) in order to be able to establish a good fit between the expectations of the different groups of people and the actual activities. The **context evaluation** records information about the external framework conditions of the project, the problem situation from which the project arises, and identifies the interests and needs of the people involved (motives for participating in the Service Learning activity, expectations, concerns of students and community partners). The **input evaluation** investigates different alternatives for the selection of an intervention that fits with the resources available (Saß 2007). At this stage, reading relevant literature helps to clarify which interventions already exist and proved to be successful for the intended goals. An evaluation of service learning then asks whether and to which extent these objectives have been achieved and which factors have been beneficial (Fromm 2019). Depending on the objective of the evaluation, two types of evaluation can be differentiated:

As part of a **formative process evaluation**, the entire Service Learning project is evaluated and, if necessary, problems can be identified during the process and changes in the procedure can be suggested. A continuous review of the current expected achievement takes place during the entire course. Instruments such as feedback rounds with participants or community partners are

popular tools for this purpose (Baltes et al. 2007; Saß 2007). Using these instruments, it can be clarified what the participants liked and in which areas they perceive a need for a change. Likewise, feedback from community partners in the form of conversations with those affected or written feedback, for example in accompanying learning diaries, can provide additional information in this regard.

A final evaluation of success, in the sense of a **summative evaluation**, can inform the teacher whether the objectives associated with the service have been achieved. Creative and newly developed tools can also be used for this, as existing and standardized instruments. However, such an evaluation mostly does not have the aim of collecting and comparing results in a scientific way, but is intended to provide a basis for evaluating and developing the Service Learning project further (Baltes, Reinmuth & Saß 2007). In order to get a complete picture and to be able to make an accurate judgment about the project, both short-term and long-term results, but also intended and unintended effects should be considered in the evaluation. Table 4 is extracted from Saß (2007) and gives an example for an evaluation plan using the CIPP Evaluation Model for a Service Learning course in which students cooperate with a school and offer a programme for the promotion of pupils' reading skills.

Level of Evaluation	Context	Input	Process	Output
Students	Expectations & Worriers	Literature review	Learning diary, feedback conversations, Reflecting tasks	Reflective journal, survey (at the beginning & at the end)
Target group: Pupils & their parents	Pre-Test (Literacy Test)	Initial briefing (about the expectations)	Feedback round, attendance, Class minutes	Survey (at the beginning & at the end), simulation, test
Mentoring teachers (community partners)	Interview (about goals and expectations)	Conversations about the intervention	Feedback	Interview
External parties (other teachers, principals)	Interview (about the specific problem situation & expectations)	Conversations		Interview

TABLE 4. EXAMPLE OF AN EVALUATION PLAN (SAß 2007, P. 62)

The evaluation of Service Learning activities also addresses fundamental problems of evaluation research, namely the methodological difficulty in measuring causal effects. In order to be able to determine the causal effects of Service Learning, for example in a quantitative sense, a complex examination design is required, which includes several measurement points (longitudinal design) and the control of external influences as far as possible (Fromm 2019). This is the only way to ensure that a result can actually be traced back to Service Learning. In the context of Service Learning courses, however, experimental designs cannot be implemented for the most part. Longitudinal designs require large sample sizes, which in turn are very difficult to realise in courses with a small number of participants. The evaluation of Service Learning activities turns out to be extremely complex and ideally multidimensional, since different groups of people are involved and different objectives are pursued. For example, Service Learning aims to open up learning and personal growth for students, while at the same time producing benefits for the common good. This results in several dimensions relevant for evaluation (Fromm 2019). The teacher is interested in knowing whether students have learned something and have developed further; community partners want to know whether the service developed by students was successful for the affected community members and students want information about whether their work was beneficial or not and how to improve practice.

In order to investigate and empirically support the sustainability and success of Service Learning activities, Driscoll, Holland, Gelmon and Kerrigan (1996) use grids for the levels “student”, “faculty”, “community” and “institution” to evaluate different dimensions with the associated indicators and measures. This grid can help teachers to find suitable methods for evaluation of their own Service Learning courses. As an example, the grid at the student level is presented below in table 5. Standardized surveys, interviews, focus groups, learning diaries, tests of knowledge and competencies, and assessments by third parties (e.g. assessment of community partners about abilities of students) can be used as evaluation methods.

	Variables	Indicators	Measurements
Students	Awareness of community	Knowledge of community history, strengths, problems, definition	Interview, journal analysis, focus groups, survey
	Involvement with community	Quantity/quality of interactions, attitude toward involvement	Interview, surveys, journal analysis, focus groups
	Commitment to service	Plans for future service	Surveys, focus group
	Career choices	Influence of community placement job opportunities	Surveys, interview, focus group
	Self-awareness	Changes in awareness of strengths, limits, direction, role, goals	Surveys, interview,
	Personal development	Participation in additional courses, extracurricular activities	Interview, journal analysis, focus groups, surveys
	Academic achievement	Role of community experience in understanding and applying content	Interview, survey, grades, focus groups
	Sensitivity to diversity	Attitude, understanding of diversity, comfort and confidence	Journal analysis, reflections, survey, interviews
	Autonomy/independence	Learner role	Interview, class observations
	Sense of ownership	Learner role	Class observations, interview
	Communication	Class interactions, community interactions	Class observations, community observation

TABLE 5. GRID FOR THE EVALUATION OF SERVICE LEARNING AT STUDENT LEVEL (ADAPTED FROM DRISCOLL, HOLLAND, GELMON & KERRIGAN 1996, P. 68

6 Exploring the Potential of E-Service Learning

Andrea Hoyer-Neuhold

6.1 Preliminary remark on the need for E-Service Learning

Thinking about E-Service Learning, also called ‘virtual, distance or online Service Learning’ is partly caused by the appearance of the COVID-19 pandemic in 2020. Due to the pandemic, higher education teaching worldwide had to shift their attention to distance learning within a very short time, including Service Learning projects already underway. However, E-Service Learning courses were already being held long before the pandemic, with a considerable increase particularly in the last five years (Stefaniak 2020, p. 562) and research was conducted on the topic of the potential of digitisation for Service Learning projects, as online teaching and learning are becoming increasingly important for higher education institutions as a whole. Therefore, thoughts about the potential of E-Service Learning, a systematization of E-Service Learning, and recommendations for teachers for the integration of online components in Service Learning courses are summarised in this chapter.

6.2 Potential of E-Service Learning

E-Service Learning means the integration of information and communication technologies (ICT) in Service Learning courses. Either the learning component or the service component or both take place online. By integrating online components into Service Learning courses, three advantages are highlighted in existing studies: Advantages for community partners, for students and for learning objectives. Firstly, if the service component is provided online, E-Service Learning projects can involve not only regional partners close to the university, but also geographically dispersed organisations in the countryside (e.g. in rural areas) or

even global community partners without resources for travelling (Waldner et al. 2012, p. 126). Secondly, by integrating online components into the instructional part of a Service Learning project, geographically dispersed students or students who for whatever reason are unable to attend lectures on-site on a campus can participate in Service Learning courses. This is important for reasons of inclusion, as it allows non-traditional students, students with disabilities or mental health problems to access Service Learning courses (Waldner et al. 2012, p. 126). E-Service Learning also enables distance learning universities in particular to implement the Service Learning approach in their curricula. Thirdly, E-Service Learning activities with internationally based partners enable universities to pursue not only civic engagement and citizenship as learning objectives, but also global citizenship and transcultural skills (Harris 2017, Garcia-Gutierrez et al. 2017).

6.3 Systematization of E-Service Learning

Waldner et al. (2012 and 2010) describe Service Learning activities without any online component as traditional Service Learning (tSL) on one side of a continuum and Service Learning activities solely with online activities as extreme Service Learning (XE-SL) on the other side of the continuum. Based on their extensive literature review in 2012, Waldner, McGorry and Widener identified five types of Service Learning courses, as shown in figure 10.

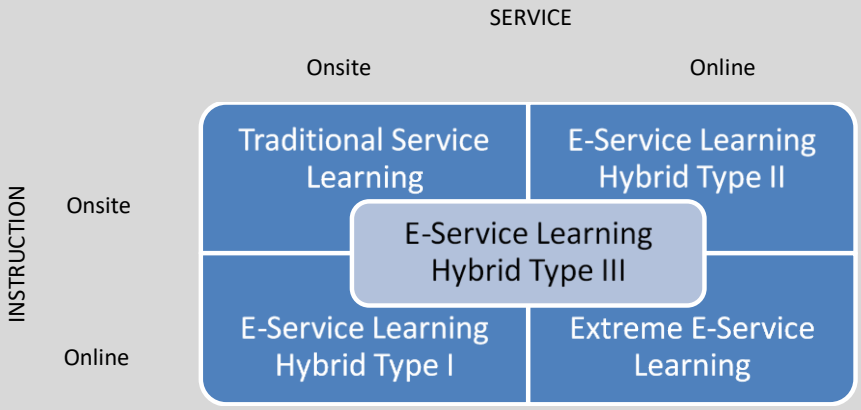


FIGURE 10. TYPES OF SERVICE LEARNING (WALDNER ET AL. 2012, P. 134).

Traditional Service Learning is Service Learning without any online components, in which both the learning in class and the service are conducted onsite. E-Service Learning Hybrid Type I means that the teaching part takes place completely online and the service part completely on-site. E-Service Learning Hybrid Type II is the opposite of Type 1: the teaching part takes place completely on-site and the service part completely online. E-Service Learning Hybrid Type III means a blended learning environment is applied to the instructional component as well as to the service component. Finally, Extreme E-Service Learning fully takes place online.

Each (E-) Service Learning type has its potentials and limitations in terms of delivery of instruction, provision of services and learning outcomes, and requires different techniques to optimise Service Learning outcomes (Waldner et al. 2012, p. 138). In the following, section, we look for answers to the question: How to use E-Service Learning?

6.4 Recommendations for teachers to implement E-Service Learning

From the E-Service Learning literature, advice and numerous recommendations can be deduced from previous successful practice to avoid stumbling blocks that have occurred in past E-Service Learning projects (Waldner et al. 2012, Helms et al. 2015, Harris 2017, Stefaniak 2020, NYLC 2020, Meuers 2020, EASLHE 2020). Following Waldner and colleagues (2012, p. 139), recommendations can be summarised in a threefold way: in technological, communicational and course design recommendations.

In terms of **technology recommendations**, it is recommended that all partners in an E-Service Learning project are willing and qualified enough to use all forms of technologies needed, assuming they have access to it. Teachers in higher education institutions should assess the technological capacity of the community partners and the qualifications of students before starting an E-Service Learning project. As a good practice, it is recommended that higher education

institutions set up an informational technology team that provides support and training. Waldner and colleagues propose that such a technological support team should be considered as “an integral fourth partner in the e-service-learning environment” (2012, p. 140) in addition to teachers, students and community partners. Useful technological tools include web-based learning platforms, synchronous and asynchronous communication tools, social media for informal communication, platforms for collaboration, databases for archiving written documents, taped videos etc. The authors of the “Practical guide on e-Service-Learning in response to COVID-19” (EASLHE 2020) and a recent paper of the National Youth Leadership Council (NYLC 2020) describe and propose more than 20 digital tools that can improve collaboration and engagement, especially for E-Service Learning projects (e.g. EdPuzzle, Padlet, Preceden, Screencastify, Slido, etc.). Waldner and colleagues (2012) emphasize the following with regard to technology: “Whatever the technology used, instructors must build a bridge between synchronous and asynchronous communications (e.g., archiving live video presentations for students in other time zones who cannot attend).” (p. 141), and Stefaniak (2020, p- 564) stresses that while teachers should provide students with a variety of tools, it is important to give students the freedom to use the tools they prefer, especially for small group communication.

In terms of **communication recommendations**, establishing clear channels of communication, clarifying expectations and an explicit contracting between teachers, students and the community partners is as important in E-Service Learning as in traditional Service Learning. Thus, written contracts and/or memoranda of understanding between faculty and community partners should include explicit commitment to providing time for meetings with the class at pre-specified appointments and providing prompt feedback to students’ works (Hunter 2007; Malvey et al. 2006 as cited in Waldner et al. 2012, p. 141). Moreover, community partners and students should get in contact with each other in real-time online or on-site sessions as early as possible to promote active communication, commitment and rapport. To encourage student interaction and involvement, it is

useful to have students work together in groups within an E-Service Learning course and for one student to take on the role of a group leader and a contact person to the community partner. Additionally, when students work in groups, instructive peer feedback processes can also be established (Waldner et al. 2012, p. 142). Due to the lack of direct communication and immediate response, teachers in E-Service Learning courses should be active in communication from start to finish. Students need more feedback for online components, and misunderstandings between all partners are more likely to occur when communicating online, especially with asynchronous media. Teachers should therefore be prepared to maintain high visibility in online forums, offer real-time online meetings, and intervene quickly when problems arise between members of student groups or between student groups and community partners (Waldner et al. 2012, p. 142 and p. 144).

In terms of **course design recommendation**, it can be stated that there is not much difference between setting up a Service Learning course and an E-Service Learning course, except for the use of technological tools. Traditional course design principles or essential elements of Service Learning as elaborated in chapter 2.6 of this workbook are also relevant for E-Service Learning. Helms et al. (2015) in their article "Implementing and Evaluating Online Service Learning Projects" show step by step which adjustments can be made to establish an online learning environment for Service Learning projects and what these changes include in terms of the teacher's and the student's role. For this purpose, the authors follow the structure: preparation, action and analysis, reflection and evaluation. For each

phase they give teachers practice-oriented advice, e.g. when and how to assign or support students or when and how to review or assess students' products in an e-Service Learning course (Helms et al. 2015, p. 373-375). Stefaniak (2020) suggests a systemic view for design of E-Service Learning experiences. The essence of her framework is that she divides the course environment into two subsystems: the Course Subsystem and the E-Service Learning Subsystem. If these two components are regarded "as two separate subsystems, the instructor can better visualize what is needed to deepen students' understanding and transfer of learning to real-world contexts" (p. 567). Finally, Waldner and her colleagues (2012, P. 144-145) point out that, compared to traditional Service Learning courses, E-Service Learning courses require extra duties, additional time and effort for teachers, and also for students.

6.5 Conclusion

The integration of ICT into Service Learning courses offers many opportunities, but also presents some challenges for teachers in terms of technology, communication and course design. In any case, technology should never take precedence over pedagogy. The authors of the "Practical guide on e-Service-Learning in response to COVID-19" emphasize this as follows: "Pedagogy is essential, and so technological mediation needs to be subordinated to pedagogical purposes and interests. The important is not the 'mediation' between interfaces, but the 'connection' among people." (EALSHE 2020, p. 35) Especially as long as the pandemic situation and the necessity of "physical distancing" continues, all teachers who (must) use online components in Service Learning courses should pay special attention to this concept.

7 ESTABLISHING A SERVICE LEARNING CULTURE AT THE UNIVERSITY AND ORGANISING INSTITUTIONAL SUPPORT

7.1 Integrating Service Learning into the faculty

Successful establishment of Service Learning culture at the university can develop students' outcomes as their personal and interpersonal achievements, understanding and applying knowledge, engagement, curiosity, reflective practice, perspective transformation, citizenship and social responsibility. The most important aspect of Service Learning culture establishment is the reflection of the context and meaning to student experiences. This chapter focuses on institutional factors (institutional level, faculty level, teacher level), which influence a culture of teaching and learning in higher education and promote Service Learning in the end.

According to Resch (2018), Service Learning has a rich potential to produce a generation of leaders who are socially responsible. Students feel they have an impact on services and the well-being of people in the community, that they are part of collaborative learning and actively participate in relevant socially responsible projects (Resch 2018). Service Learning as an innovative teaching format shows great promise for social responsibility education. The institutionalisation aims to provide institutional resources which are required for embed Service Learning at higher education institutions (Meijs et al. 2019). The resources can encompass the "articulation in the institutional mission statement,

development of a service learning unit, programmes, funding, space, staff, training and recognition systems." (ibid., p. 222). There are different guidelines focussing on the institutionalisation of Service Learning in higher education institutions. Most well-known is *the Comprehensive Action plan for Service Learning* (CAPSL) as a model for the development of Service Learning in universities at the institutional level by Bringle and Hatcher (1996). Based on the Campus Compact Project, it offers a heuristic for reflection to develop strategies to implement Service Learning considering different constituencies (institution, faculty, students, community partners) (see table 6).

In this model, the implementation of Service Learning at an institutional level is viewed as a cycle of activities, including awareness, prototype, support, expansion and evaluation (ibid.). However, as change is not a linear process, these activities do not follow a linear sequence, instead they go back and forth in numerous cycles. The key to a successful implementation of Service Learning nevertheless is oriented towards the adaption of the planning practices to the unique characteristic of each university as an institution. Having the specific situation and characteristics of the institution in mind, also the strategies and the listed examples of activities might be more or less supportive for the implementation of Service Learning at the institutional level. For example, from a German-speaking perspective, where the principle of a unit between research and teaching is dominant, it seems difficult to implement and regulate Service Learning in a top-down process (Gerholz 2020). A mixing of top-down and bottom-up strategies instead seems to be more appropriate. Additionally, McIlrath and colleagues (2019) observed differences between national definitions of Service Learning but also between local and institutional interpretations of this pedagogy. For the institutionalisation of Service Learning they identified a need to create and commit to an institutional or even national definition of Service Learning (McIlrath et al. 2016). In addition, they call attention to a stronger cooperation between

different stakeholders instead of treating them as independent from each other (Meijs et al. 2019).

Activity

Try to answer the following questions while planning a Service Learning course:

- What are the basic principles of building Service Learning into the curriculum in your faculty? Which experiences do you have with curricula adaption or change?
- Which feedback culture is there at your university or faculty? Do students receive regular feedback, if yes, how and why? Which methods for reflection do you use in your courses? How can they foster students' academic and content-based learning but also personal learning?
- How do you plan to support and guide students' reflection processes?
- How do students get feedback from you as an academic instructor and in which form? (written, oral, site-visits, ...)

Comprehensive Action Plan for Service Learning (CAPSL; Bringle & Hatcher, 1996) – examples of activities				
	Institution	**Faculty**	**Students**	**Community**
Planning	• Form a planning group of key persons • Develop a HEIs Action Plan for Service Learning • Survey institutional resources and climate	• Survey faculty interest & Service Learning courses currently offered • Identify faculty or Service Learning planning group	• Survey student involvement in service activities • Survey student attitudes toward service and Service Learning • Identify students for Service Learning planning group and advisory committee	• Survey existing university/community partnerships • Identify community representatives for Service Learning planning group and advisory committee
Awareness	• Inform key administrators & faculty groups about Service Learning • Join (national) Service Learning Networks • Attend Service Learning Conferences	• Distribute information on Service Learning (newsletter, articles, brochures) • Identify a faculty liaison in each academic unit	• Distribute information about Service Learning (student orientation seminars, newspaper articles, posters, brochures) • Inform counsellors about Service Learning • Arrange presentation to student organizations	• Distribute information on Service Learning (e.g. newsletter, brochure) • Initiate meetings and site visits with agency personnel • Educate agency personnel on differences between voluntary service and Service Learning
Prototype	• Identify & consult with existing and exemplary programs in higher education	• Identify or develop one or more prototype course(s)	• Recruit students for prototype course(s)	• Collaborate with agency personnel to develop prototype course(s)
Resources	• Obtain commitment for an Office of Service Learning (budget, personnel, office space)	• Identify interested faculty & faculty mentors • Maintain a syllabus file by discipline	• Establish Service Learning scholarships • Publicize Service Learning courses in class schedule, counsellors	• Compile list of agencies interested in Service Learning • Compile community needs assessments

	• Develop a means for coordinating Service Learning with other programs on campus (e.g. student support services, faculty development) • Apply for grants	• Compile library collection on Service Learning • Secure faculty funds for expansion Identifying existing resources that can support faculty development in Service Learning • Establish a faculty award that recognizes service	• Secure money for Service Learning course assistants & site coordinators	• Use matching tools for the identification of possible community needs • Secure money for site-based student coordinators • Write community agency resource manual on the university's policies and procedures for Service Learning courses
Expansion	• Discuss Service Learning with a broader audience of administrators & staff • Collaborate with others in programming and grant applications • Arrange forums on Service Learning	• Offer faculty development workshops • Arrange one-on-one consultations • Discuss Service Learning with Departments • Provide course development stipends and grants to support Service Learning	• Establish a broad offering of Service Learning courses • Include past students from Service Learning courses in the recruitment of new students • Create course assistant and site coordinator positions for students • Develop a credit option for students to design "independent" Service Learning components • Involve students in the development of Service Learning courses and related activities (e.g. workshops, conferences, ...)	• Initiate community workshops and discussion on Service Learning • Increase involvement of agency personnel in course design and university-level Service Learning activities • Collaborate with community agencies on programming, grant proposals, and conferences

Recognition	• Publicize & present university's Service Learning activities to other insitutions • Publish research about Service Learning • Participate in conferences & workshops • Publicize Service Learning activities in local media	• Publicize faculty accomplishments • Include Service Learning activities on faculty Annual Report forms • Involve faculty in professional activities (e.g. publishing, workshops, conferences, forums) • Publicize recipients of the faculty service award	• Publicize recipients of student scholarships that recognize service • Write letters of recommendation for students involved in service • Nominate students for local, regional and national recognition awards • Create co-curricular transcript	• Sponsor recognition events for agencies and agency personnel • Publicize community partnerships in local media
Monitoring	• Collect data with institutions	• Collect data on faculty involvement (number of faculty offering Service Learning courses)	• Collect data on student involvement	• Monitor training and supervision of students at agency • Maintain records of student and faculty involvement at agency
Evaluation	• Compile annual report of Office of Service Learning • Include Service Learning in institutional assessment	• Provide assessment methods & designs to faculty (e.g. peer review, portfolios) • Evaluate course outcomes (student satisfaction, student learning)	• Evaluate Service Learning courses (e.g. student satisfaction, learning outcomes, retention)	• Assess impact of Service Learning activities on meeting agency and client needs

Research	• Conduct research on Service Learning within institution and across institutions	• Facilitate faculty research on Service Learning • Conduct research on faculty involvement in Service Learning	• Conduct research on student Service Learning Experiences • Promote student involvement in action research	• Collaborate with agencies on Action research projects
Institutionalization	• Service is part of university mission statement and Service Learning is recognized in university publications • Service Learning is an identifiable feature of general education • Service Learning courses are listed in bulletins, schedule of classes, and course descriptions • University sponsors regional or national conferences on Service Learning • Hard-line budget commitments to sustain Service Learning programs	• Service Learning as a permanent feature of course descriptions & the curriculum • Service Learning is an integral part of the professional development of faculty	• Consistently high enrolment in Service Learning courses • Service Learning is part of student culture	• Faculty is formally involved with agency (e.g. consultant) • Agency personnel are formally involved with university (e.g. team teach course, campus committee) • Agencies allocate additional resources to support and train student volunteers

TABLE 6. COMPREHENSIVE ACTION PLAN FOR SERVICE LEARNING (CAPSL), BRINGLE & HATCHER (1996)

Sigmon and Keyne (2010) argued that Service Learning brings field education and community services together and thus stands for a rich, innovative form of experiential education. Also, Jones, Warner and Kiser (2010) report that Service Learning and sustainability education have common foundations and could prove to be powerful allies in the context of higher education.

Halberstadt, Schank, Euler and Harms (2019) identify factors related to the environment, the format and the teachers' aptitude that are crucial for a successful implementation of Service Learning for social responsibility and sustainability education (see Figure 11).

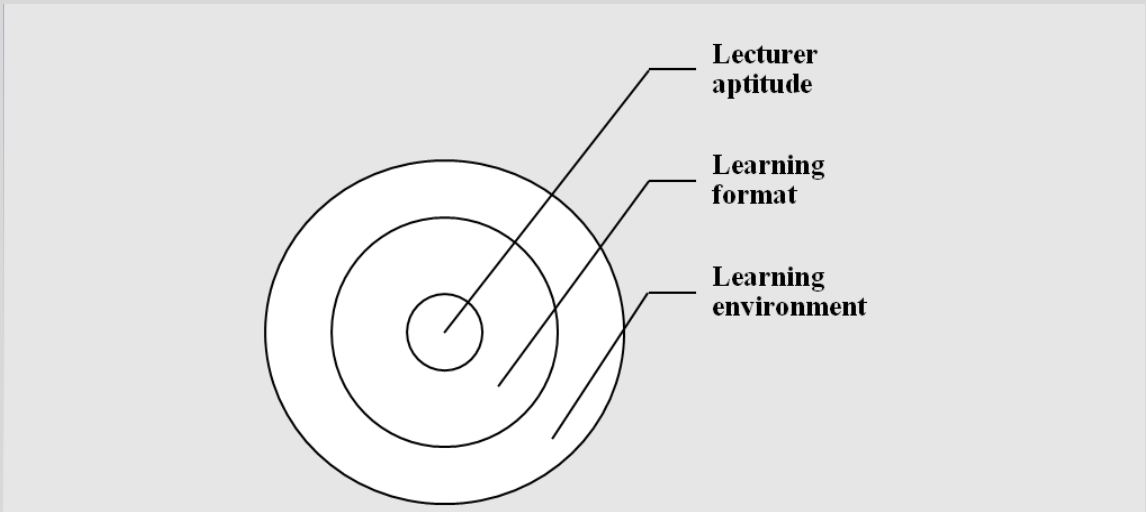


FIGURE 11. FACTORS FOR A SUCCESSFUL IMPLEMENTATION OF SERVICE LEARNING FOR SOCIAL RESPONSIBILITY AND SUSTAINABILITY EDUCATION ACCORDING TO HALBERSTADT, SCHANK, EULER & HARMS (2019)

At the macro level, a learning environment that consists of beneficial teaching conditions is a success crucial factor for implementing Service Learning. This includes support structures provided by the university (financial support, training, coaching for lecturers, team-teaching, etc.) and acceptance, recognition and remuneration for this complex form of teaching (Halberstadt, Schank, Euler & Harms 2019).

7.2 Examples for institutional support for Service Learning

Teachers are not solely responsible for the success of Service Learning, but work in specific institutional structures, which can be 1) non-supportive for Service-Learning or, 2) supportive for Service-Learning. Elements of institutional support can be in matching platforms and portals, in which community partners can look for students or vice versa, or institutional support with contractual issues, when the faculty provides templates or legal advice for working agreements between universities and community partners. Also, continuous training for students and practical support (such as small amounts of money for particular services or tickets for public transport) can be helpful for a successful implementation of Service Learning (Resch & Dima 2021).

Example of institutionalized support 1:

Kaunas University of Technology (Lithuania) initiated **"Digital Badges"** a few years ago. These are digital micro-certificates for acknowledgment of the non-formal learning and education achievements, such as Service Learning, in which the experiences and competencies are acknowledged.

Example of institutionalized support 2:

The ENGAGE STUDENT project wants to initiate an **"Online Matching Platform"** in order for community partners from five countries to be able to find university partners for their Service Learning projects. Community partners re able to insert their current needs and universities can reply.

Example of institutionalized support 3:

Institutional support is given by the **Center for Teaching (CFT) at Vanderbilt University (United States)**. It promotes university teaching that leads to meaningful student learning. The CFT offers different support activities in the development of teaching practices and prepares guides for a variety of teaching topics with summaries of best practices, links to other online resources, and information about local Vanderbilt resources (Vanderbilt University 2020).

Example of institutionalized support 4:

UNIAKTIV is a centre for civic learning and social responsibility at the University **of Duisburg-Essen (Germany)**, which is a centralized department of the university dedicated to Service Learning only in order to enable cooperation with community partners. The centre supports teachers in their efforts to conduct Service Learning courses in line with university policies (Altenschmidt & Miller, 2020). It coordinates partnerships between campus and community and supports Service Learning courses from the beginning to their finalisation. It gives consolidation about meaningful courses, mediates with civic project partners, offers planning-, reflection-, and coaching tools for teachers, supports the evaluation process and certificates, but is also responsible for the public relations of Service Learning projects. It is the most comprehensive institutional support strategy in German universities.

Example of institutionalized support 5:

Volunteering@Wu is an extra-curricular programme for students coordinated by a special team at the **Vienna University of Economics and Business (Austria)** (Mackerle-Bixa & Rameder 2020). Students participate in different buddy-programmes and support disadvantaged children in their learning and preparation for school, but also in music and sport agendas. Students can validate their engagement in a specific study module in the curriculum. The extra-curricular programme is integrated into the structures of the Vice-Rectorate and the coordination team cooperates with NGOs to give students appropriate preparation, support, guidance and opportunities for reflection.

Example of institutionalized support 6:

The project „**THIRD MISSION project at the University of Vienna**“ (Austria) makes Third Mission activities at the university visible, build networks between them and supports their quality assurance. The project aims to develop a content-specific profile of Third Mission and Service Learning at the largest university in Austria and to create a strategy for sustainable implementation. For this purpose, the rectorate finances one staff member, who collects existing Service Learning activities in all faculties, publishes examples of best-practice courses online and connects engaged teachers from different disciplines in regular stakeholder meetings. At the same time, research about Service Learning is promoted, which contributes to more recognition and visibility of Service Learning on an institutional level. (Graf et al. 2020)

Keep in mind:

Institutional support for Service Learning integration into academic courses can have diverse forms. Johnson (n. d.) distinguishes between these possible institutional support activities at faculty level aimed at promoting Service Learning:

- **Centre for community involvement, which assists faculty members in finding appropriate partners and placements for students.**
- **Faculty Service Learning directory, which provides information about all Service Learning initiatives in the faculty. This allows finding experienced faculty colleagues who might help and share their experience**
- **Library, providing all necessary resources – teaching material, course syllabi, valuable web site links, etc.**
- **Seminars and workshops, which are organized with the aim to share experience and know-how in Service Learning implementation – good practice examples, challenges, etc.**
- **Student guidebook, reflecting necessary information for students engaged in the Service Learning. It contains general information about the learning method, summary of students' rights and responsibilities as a volunteer, standard for of contract, time sheets, evaluation forms, satisfaction questionnaires and other relevant information.**

From the interviews of the ENGAGE STUDENTS project:

• **Integration of Service Learning into policy**	"It is integrated into the strategy in some schools" (Ireland, Interview 1)
• **Establishment of a specialized department**	"The establishment of the School of Higher Education 'Educating for the Meeting and Solidarity' (EIS), which aims at promoting research, training, documentation on Service Learning". (Italy, Interview 40)
• **Development of university level course, related to Service Learning**	"There are many examples, but one of the best reflecting Service Learning is the recently developed co-operative education module 'Sustainable Development', which involves our university lecturers from different fields and is taught to students from all faculties. This module is included in the strategic university documents and supported by the university administration, enabling the further development of this module." (Lithuania, Interview 9)
• **Funding**	„An internal call for funding for Third Mission initiatives." (Italy, Interview 39)
• **Teacher training**	"Training is provided for academics: we work with SFI [Science Foundation Ireland], IRC [Irish Research Council], and also through the organization's workshops." (Ireland, Interview 1)
• **Teacher mentoring system**	„We also have a number of volunteer professionals and academic staff drawn from all areas in our institution who serve as mentors for the module because there is no formal classes throughout the year, and also a number of people who serve as the markers for the programme." (Ireland, Interview 3)
• **Credits for students**	„Students from some disciplines (e.g. Computer Sciences, Marketing) can volunteer to get extra credits." (Ireland, Interview 5)
• **Promotion of Student organizations**	"In UPB there are many Student Non-Governmental Organizations for students with the same set of interests and motivations, where they participate as volunteer in different activities based on their own initiative and the simple desire to engage in activities." (Romania, Interview 28)

PART 2: SERVICE LEARNING PLANNING TOOLS

8 APPLYING THE SERVICE LEARNING PROCESS TO MY OWN COURSE

Isabel Menezes, Teresa Dias, Cidália Duarte, Deyse Benício, Sofia Pais

Service Learning is “a reflective, relational pedagogy” (Heffernan 2011, p. 2), combining intervention in communities with learning opportunities for students in different areas of knowledge. Throughout this chapter, we will try to understand the steps that guide the design and managing the process of Service Learning.

Service Learning embodies the responsibility of higher education in shaping socially committed and responsible citizens, who are capable of applying their knowledge and competences in analysing their community, imagining intervention projects and collaborating with others to foster a joint improvement (Pires 2008). This is referred to in several interviews with higher education teachers conducted in the ENGAGE STUDENTS project considering their Service Learning practices within the community. As in previous chapters, readers are invited to adopt a dynamic attitude towards this Workbook, reading and thinking aloud, viewing and commenting videos or performing some of the proposed activities. The main objective is to develop the reflective disposition and the practical orientation that will be of use once a course or curricular unit (CU) based on Service Learning is being implemented.

Activity

Please identify the three main reasons, why Service Learning makes sense in higher education. Write down your reasons. Once you are finished, watch the video and compare your results.

https://youtu.be/A-smzMcyomY
https://www.youtube.com/watch?v=br-IMBHmhcI
(in Spanish)

8.1 The central elements of Service Learning as a process

As no experiential education approach is static (Furco 1996), the implementation of Service Learning involves the flexible, dynamic and cyclic working with community partners. It means the process of implementing Service Learning is a nuclear dimension of Service Learning projects. Thus, the following process-oriented principles are an essential part of Service Learning pedagogy:

- The **active involvement** of the students;
- The **identification of problems, needs, and resources** of specific communities, organizations or groups;
- The **clarification of the competences/abilities** to be worked on;
- The **continuous development of resources in action**;
- The **systematic reflection** over the work that is being developed;
- **Institutional time and support** for the implementation of the activities/projects.

Service Learning projects assume an active and collaborative practice that articulates and deepens curricular learning with a specific work carried out in real life contexts. This process fosters high levels of students' involvement in the communities, in their own educational process and contact with the faculty (Rigo et al. 2018).

As such, Service Learning combines "theory with practice, classrooms with communities, the cognitive with the affective" (Butin 2005, p. vii) with the potential to be "engaging" and "impactful" (p. viii), both for the community, students and faculty. As Heffernan (2011, p. 2) underlies "service-learning as an epistemology and as pedagogy "de-centers" the classroom and intentionally places the community in the center of the learning process". Not surprisingly, Service Learning has a potential for promoting both civic engagement and social change. The implementation of **Service Learning includes five phases**: Starting Phase, Community Needs Phase, Service Learning Phase, Guidance Phase and a Reflection Phase (see figure 12).

FIGURE 12. SERVICE LEARNING PHASES

These phases are built on one another in their chronological sequence and end with a final reflection about the whole process. In the following, each phase is explored and described in full detail. Understanding Service Learning as a process also implies that it goes beyond a single course and a semester. The collaboration between the university and the community partner should be fixed and regularly renewed. A longer temporality of the cooperation also involves more than one course and beneficial more than one scientific area (*transdisciplinarity*). This reinforces the idea that there are forms of production that are shared with the people in the institutions where this work takes place. This also involves thinking about new ways of evaluating the impact of teaching courses and accompanying them in their development and empowerment. In this sense, the phases of the Service Learning process continue from the starting phase again, following all stages and end up on the final reflection phase. Nevertheless, although a longer temporality of the cooperation between the university and community partners has many benefits for all parties, it often might not be possible to realize into practice according organizational, institutional and/or technical matters at the specific university. In this case the expectations to the final results of the Service Learning project should be clear to students and community partners. If a further cooperation makes sense, teachers can point on other existing initiatives that might support the community partners realizing their further goals.

Activity

Please watch and analyse the following videos that presents the process of designing and implementing Service Learning. If you can, share your thoughts with colleagues and reflect how your experience in teaching relates to this.

https://www.youtube.com/watch?v=kFd-yiAfrmE
https://servelearnconnect.uky.edu/what-service-learning-and-civic-engagement-0

8.2 Starting Phase

Designing a Service Learning course, involving students in investigating real-life problems in an actual community/institution/group, imagining strategies that they can use to solve or minimize problems, and then do something about it. It is of the essence that students be open to a collaborative interaction with “locals” that acknowledges not only the “needs” but also the “resources” that exist in any community/institution/group. Beside this openness to local knowledge and competences, it is also important that students continuously reflect onr their

experience – and that teachers are willing to provide the support through the whole process.

Activity with students

- **Please reflect on the meaning of the following statement.**

  "Human activity does not develop in a social vacuum but is instead strictly located in a social, historical and cultural context of meanings and relationships. Just like a message only makes sense in terms of the total context where it occurs, human relations are embedded in the context of the time, space, culture and local unspoken rules of conduct." **(Rosnow & Gerogoudi 1986, p. 4)**

- Do you think this might be a good starting point to work with your students about how they perceive "problems" in their communities? Does it make a difference, if they locate the roots of these problems (e.g., garbage, homelessness, lack of green areas …) on individual level or if they take the broader social, historical and cultural context into account?
- What are your conclusions for your Service Learning course about how to plan your intervention in communities, institutions, or diverse population groups? How do you prevent students from the risk of 'blaming the victim' as a form of hasty attributing guild to the serving community (e.g. disadvantaged families, children or a specific representative) (Ryan 1979)? Make sure to sensitize students for the situation and living conditions of community members and their work with them, but also to avoid prejudices. Students should be sensitized so that they do not present themselves as the "moralizers" of community problems.

When teachers start planning Service Learning, there are some issues to consider in the starting phase of the course:

- **Identify the interests, competencies, and motivations of your students in relation to your course.**

What motivates them? What are their strengths? What knowledge and competences do you want them to develop? How are you going to monitor, support and evaluate the increase in knowledge and civic competences?

- **Identify the resources of the community partner.**

Who are the most significant – and willing – stakeholders? Which communities, institutions or groups might be more open to collaboration? What possible benefits are there for both the communities, institutions, groups and your students?

- **Formalize the cooperation in a cooperation agreement.**

Negotiate and define a contract – a verbal contract might be enough in some cases; in others a written document is preferable – with the community, institution, group where your Service Learning project is going to unfold. The "contract" or cooperation agreement serves to outline goals, clarify expectations and (co)responsibilities, define timelines and creates a collaborative mind-set. Universities can sometimes be perceived as powerful organizations on the outside, but knowledge is everywhere – also in the community.

Once your cooperation with your community partner has been formalized, you can present your Service Learning course to your students.

Activity with students

Brainstorm what are the most important characteristics of what some authors call the "entrance stage" (Kagan et al. 2011). What should you have in mind, when entering a community, institution, group for the first time? How can students establish an open, collaborative and trusting relationship to guide student's work in this context? How can you work towards a consensual definition of what should be done? How can you show that you respect and care for the people in that context?

From the beginning, students should be encouraged to start a learning or reflection diary. Writing is an ultimately reflective task, and it helps students make sense of their experiences. Whether this is an actual or a virtual notebook, both methodologies are fine. The important aspect is that students follow a habit of writing about the Service Learning experience. To help them start, teachers can ask them to collect information about the community, institution, or group, e.g. from media coverage, websites, excerpts from artwork or scientific reports.

Keep in mind:

"Knowledge about the local community is prerequisite and prelude to decisions about what kinds of actions serve community goals and interests, and what individuals, groups, and social settings are most central to the action goal." (Trickett 2009, p. 397)

8.3 Community Phase

To collect information and identify the needs and resources, it is possible to use social sciences research tools, empirical research methods, which target at listening and understanding first-hand experiences in the community. Some of these methods include participant observation, qualitative interviews and focus groups, but also photo surveys or community mapping (Fetterman 1996; Fetterman & Wandersman 2005). The community phase is characterized as important for the success of a Service Learning project as it enables students' self-efficiency from the starting point (Sliwka 2004).

Activity with students

Make students explore the website http://www.communityplanning.net/

Then suggest that students work in groups of three and select one method, discussing how they could apply it in the community, institution, or group. This might imply developing an interview script and role-playing the interview, with one student acting as the interviewer, the other as the interviewee and the third as an observer of the interaction, taking notes. Depending on your students' experience with these methods, role playing can be an essential tool for them to grasp, what it means to be in that particular situation.

8.4 Service Learning Phase

Working in the community, institution, or group can be challenging – and even a bit scaring – for students. Some ground rules might be useful for the implementation phase (Kagan et al. 2011; Menezes 2007).

8.5 Guidance Phase

Supporting students during their experience of Service Learning is a fundamental stage in this process – this implies paying attention to their evolution, but also whether they are experiencing the desired combination between academic results, personal growth and increase in professional competence.

At the beginning of a Service Learning project, students need guidance and a preparation for their first contact with community partners. Discussion with students and creating guidelines of how to behave with community partners and what to avoid are helpful and ensure that the first impression is positive. Throughout this phase, the teacher accompanies and supports students in the development of their project and helps them understand how the transfer between theoretical learning and the implementation of strategies and activities could be done in the community where Service Learning takes place (Jenkins & Sheehey 2012, p. 9; Bringle & Hatcher 1996; Bates et al. 2009; Bringle & Hatcher 2000). Sometimes, entering real-life contexts can lead to feelings of disappointment or frustration due to the relational and structural environment (Bates et al. 2009). This is why it is important that the faculty provides a close monitoring and supervision during Service Learning (Dunlap 1998; Bates et al. 2009, Gerholz et al. 2018).

There are a variety of strategies teachers can use to monitor and supervise students. They include asking students to keep a diary, having regular group meetings in which they can share their experiences and discuss what is happening, peer tutoring, encouraging students to collaborate with their colleagues, and also individual supervision meetings, to create a space for more private reflection on the meaning of the experience (Dunlap 1998). Dunlap also recommends that faculty meet with institutional partners for *in loco* supervision.

Example of a guideline for students‘ first contact with community partners:

- Take it easy: be nice, be sensitive, be patient;
- Explain why you are there – be honest about who you are and your motives;
- Take your time: people need to know you and have time to explain their views;
- Show that you are open and willing to collaborate;
- Get involved in the life of the community and respect their values and beliefs;
- Be open to deal with uncertainty and unforeseen events – one thing is for sure, both will happen;
- Be ready to lead and to be led, to learn and to teach;
- Watch yourself – there will surely be times, when your feelings might get in the way; but also be attentive to your ideas, surely some will be brilliant. Share, discuss, and explain and talk to your colleagues and your teacher;
- Keep a diary on your experience. Register ideas, feelings, photos, maps, and things to deal with later.

a) Journal of Reflection Questions

Dunlap (1998) suggests that right after the choice and allocation of Service Learning contexts, students should be encouraged by the teacher to share information based on a list named "Journal of Reflection Questions", which are a combination of instructions and questions to assist students in developing a habit of critical reflection" (Dunlap 1998, p. 2) or as Clarke (2004, p. 1) says, "posing a series of questions to be answered in written journals could enhance reflective thinking". This journal is a diary in which students record events that took place in their daily experience, perceptions about relationships they had, ideas they may come up with in the community.

In the journal, areas of reflection are associated with the realization of activities – *reflection in-action*: describing activities, recording routines, signaling interactions between community agents – and areas of reflection associated with the effects on the individual student – *reflection on-action*: establishing connections between experiences, "make informed decisions based on the ability to reflect on their practice and responded to issues emerging from this reflection." (Clarke 2004, p. 2).

Activity

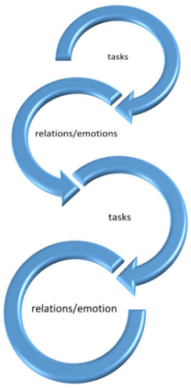
Thinking about the goals that Service Learning has in the context of your course, consider what could be included in your Journal of Reflection Questions. Keep in mind the three steps to induce critical reflection: before the experience; during the experience and after the experience. Write your questions down.

Here is an example of a sequence of questions for a logbook we created for students involved in Service Learning during the UNIBILITY project (University Meets Social Responsibility). This logbook makes students focus on the tasks, but also acknowledge the relations/emotions during the process.

Example of a script for a logbook

UNIBILITY
university meets social responsibility

- **Week 1:** As regards your service learning experience, what was your first impression? Please describe it. What did you like best? And least?
- **Week 2:** Please describe the organization/community where you are based and its main activities.
- **Week 3:** Please describe the "best" experience that you have had this week. And what was the less positive experience? What have you learned?
- **Week 4:** What have you done this week? With whom did you interact?
- **Week 5:** Do you feel this experience is being relevant from a personal point of view? Why/ why not?
- **Week 6:** Do you consider that your work is having a positive or negative impact in the community or organization where you are working?
- **Week 7:** Are you having any strong feelings during this time? Why/ why not? What have you learned about yourself? And about other people with whom you are in contact?
- **Week 8:** What have you learned about the way the world/society works? What implications does that have for you as a person, as a citizen and a future professional?
- **Week 9:** Do you feel you are having the opportunity to make a real contribution? Why/ why not?
- **Week 10:** Are you having the opportunity to develop a personal perspective regarding "university social responsibility" (USR)? Do you feel that this experience is a way of putting that idea into practice? Why/ why not?
- **Week 11:** What do you feel about the way your university is developing USR? What changes would you recommend?
- **Week 12:** Please describe in detail an episode that you consider to be the "best" experience you had during this project. Why is this the "best"? Additionally, please describe in detail an episode that you consider to be the "worst" experience you had during this project. Why is this the "worst"?



b) Peer tutoring

Students should be encouraged to exchange experiences with peers, even though they might be involved in different services and contexts. "Peer tutoring is an instructional strategy that involves students helping each other" (Bowman-Perrott et al. 2013, p. 39) in different areas such as theoretical knowledge (e.g. key concepts that students do not understand on their own) and practical experiences. In this peer-mediated strategy, students play the roles of tutors and tutees and each student receives one-to-one assistance in his or her problem. "The students access expertise through mentors, whose role is to facilitate rather than teach, and the aim of learning is to solve realistic and practical problems in an authentic setting." (Clarkson & Luca 2002, p. 2)

This sharing allows students to better articulate problems within the curriculum and makes it easier to share concerns arising from the physical and relational spaces of the contexts/communities where Service Learning unfolds, and the consequent search for solutions to solve problems – fundamental in the furthering of professional competencies (Dunlap 1998).

Peer tutoring allows students to receive individual assistance and contributes to the development of self-confidence and self-efficacy (Vogel et al. 2007; Bowman-Perrott et al. 2013) but also enhances learning and the professional experience of tutors and tutees when considering a Service Learning program (Clarkson & Luca 2002).

c) Group meeting / discussion sessions

Another support tool for students is the organization of group discussion sessions with small groups of students. The dynamic of these sessions should promote an environment of proximity, where students are invited to share their experiences and to exchange opinions about what each of them observed in their context (Dunlap 1998). These sessions intend to promote reflection and put in evidence that Service Learning fosters critical thinking and problem-solving.

d) Individual supervision meetings

A more individualized monitoring involves individual supervision meetings with the teacher. These moments allow a deeper analysis of ways of being and of intervening in the community, providing a framed reflection

Activity

Think about your role when using peer tutoring based on Zambrano and Gisbert (2015, p. 2305) quote: *"… the teachers' interventions took place mostly spontaneously, and to a lesser degree at the students' request, for the purpose of clarifying, evaluating answers, modelling behaviour as a mediator (for the tutor's sake) and enabling consensus of answers."*

within the objectives of the course and a thorough operationalization of the work plan in the community. The main goal of this moment is to “answer questions and assist students in problem-solving as issues arise” (Jenkins & Sheehey 2012, p. 9).

e) Supervision meetings in context

Organizing meetings in context on-site allows for a double function of feedback with the community partner and supervision in loco with the student once she or he enters the context. These meetings might have to be organized and planned.

8.6 Reflection Phase

Reflection is an important part in Service Learning to support and ensure the transfer and sustainability of learning processes. In this sense there should be a regularly opportunity for students to give feedback and a space to discuss needs and demands. At least at specific and relevant points of a Service Learning project but also at the end there should be an in-depth analysis and reflection about the service component. During the reflection phase it is important to describe what happened, considering the main difficulties and achievements of the Service Learning project (Kaye 2010). Encouraging a collective discussion about the changes it brought about (in personal, civic and academic dimensions) and placing the experience of Service Learning into a larger context can generate new perspectives of how communities in fact work (Bringle et al. 2016). There are several examples of Service Learning reflection exercises across a variety of courses (such as the DEAL model – Describe, Examine and Articulate Learning or Bloom’s Taxonomy) (Ash & Clayton 2004; Ash & Clayton 2009; Jameson, Clayton & Bringle 2008), nevertheless asking students for a written reflection about the learning outcomes that results

from Service Learning can serve various objectives. On the one hand, it can help them to better understand the complexity of the process in which they were involved and on the other hand it may give them the awareness that through Service Learning they were exposed to critical civic issues that contribute to their academic and civic learning, and/ or personal growth.

Besides reflection and evaluation also recognition of the service effort is a main aspect of this phase. To support a culture of recognition for Service Learning the publishing of the project in form of local newspaper articles, university magazines and blogs or in form of presentations at the university can be helpful. To recognize the service effort of students ceremonies of honor could take place, a special celebration or a certificate for their service effort could be handed out. Universities are a privileged context for implementing Service Learning, as the “intentional use of community engagement, active learning, and reflection is critical to professional skill development for effective practice.” (Deck et al. 2017, p. 458). Recognition can take four basic forms (see also figure 13):

Support measures: Support measures focus on recognizing service effort through offering institutional support (e.g. trainings, workshops, rooms for meetings and consultations). This supports might on the one side be beneficial to facilitate students’ service in the community, but also offer academic support in their professional development.

Validation measures: Validation focuses on recognizing service effort through offering credits for the engagement, the integration into the curriculum, and the transfer of the service into acquired competences for

their studies. These measures are related to the translation of students' service efforts into credits and represent a formal way of recognition into curriculum-based performance records.

Valorisation measures: Valorisation means recognizing service effort in the form of rewards, prices, certificates or in the diploma supplement. These measures officially document the engagement of students, which can be useful in CVs and jobs applications. Nevertheless, to award prizes and awards might be difficult because a comparison between different forms of engagement and services might be challenging.

Bonification measures: Bonification takes place in form of a bonus point, which e.g. can have an impact on grading, scholarship access or study grants. This recognition measure can be used as a compensation for the service effort.

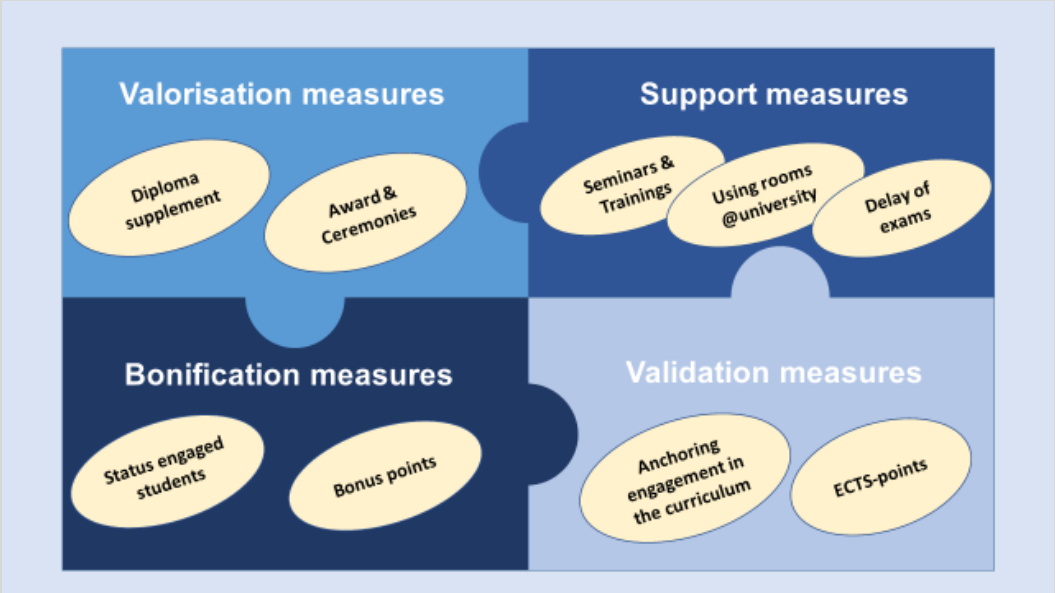


FIGURE 13. FORMS OF RECOGNITION

9 WORKSHEETS

Service Learning…

… is a way of thinking about education and learning (a philosophy) with an accompanying teaching tool or strategy (a pedagogy) that asks students to learn and develop through active participation in service activities to meet defined issues in community organizations. There is reciprocity in the exchange between students and the community. (Petersen & Simon 2013, p. 7)

…seeks to engage students in activities that both combine community service and academic learning. ... Many service –learning activities provide students with opportunities for further academic development by allowing them to apply their knowledge to address a curriculum-related need in the community ... While students may develop socially and personally, the primary intended purpose of service-learning is to enhance students' academic development and civic responsibility (Furco 2006)

… is a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher 1996, p. 112)

… brings together students, academics and the community whereby all become teaching resources, problem solvers and partners. In addition to enhancing academic and real world learning, the overall purpose of service learning is to instil in students a sense of civic engagement and responsibility and work towards positive social change within society (Europe Engage 2017)

… has the potential to affect students' personal growth, civic responsibility, and social understanding through linking personal insights with coursework and real-world experiences (…) Self-reflection, a key component of service learning, encourages students to intentionally consider their community experiences to understand how the experience has affected them on personal and academic levels (Sanders, Van Oss & MacGeary 2016)

Worksheet: Reflection about Service Learning

Please complete the following tasks:

TASK 1. What are common parts of these definitions? What are the main elements of Service Learning according to them?

1.

2.

3.

TASK 2. How do these definitions of Service Learning fit with your activities and other applied teaching methodologies?

1.

2.

3.

TASK 3. Please list what you think the three main potential benefits of incorporating Service Learning into your teaching might be:

(a) For you as a teacher/lecturer?

1.

2.

3.

(b) For your students?

1.

2.

3.

TASK 4. Please undertake a literature review to identify three additional articles, books and/or reports related to Service Learning that are particularly relevant for your work:

1.

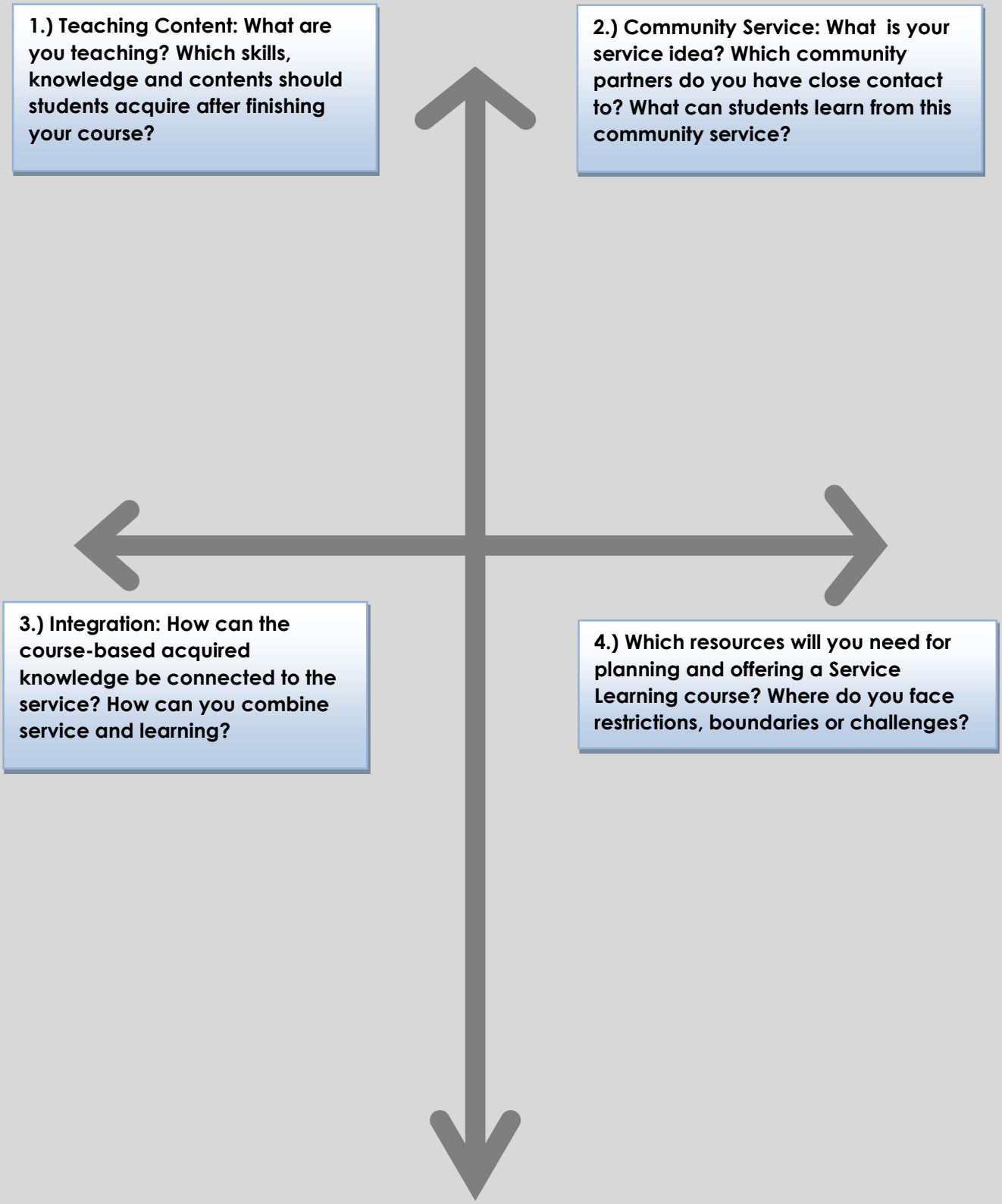
2.

3.

TASK 5. Please outline a possible research topic which your students might undertake related to Service Learning:

TASK 6. Please outline how do you think your role as a teacher will change by applying the Service Learning approach:

Planning Tool: Points of entry – Identify your Service Learning project idea



Step by Step Approach 1: Planning Phase

1. Identify your Service Learning idea: Make sure what Service Learning means to you and your didactical approach (see also Planning tool 1)

2. Deliberate the benefits of doing a Service Learning course instead of regular teaching for students, the community and the HEI (for you)

3. Reflect on the curricular background of the course and the prerequisites of students (student size, aims of the course, position in the curriculum, length of the course, prior knowledge & experiences of students, weekly hours, course type, ...)

4. Reflect on the expected learning outcomes for students

5. Clarify your institutional & policy background for Service Learning at your HEI: How institutionalised is Service Learning at your university and what does this mean for the course design?

6. Reflect on the kind of services and projects appropriate to the course content

7. Check and plan resources available for planning and offering a Service Learning Course (e.g. Student assistance, time, space, financial funding, network partners, training on Service Learning and so on)

8. Consider & check legal aspects for a partnership between the HEI (Higher Education Institution) and the community partners (Aspects of insurances for students & community clients, for the institution; and so on). Which risks are accompanied with the Service Learning project?

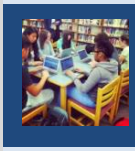
9. Keep time frames of the Service Learning project in mind (e.g. semester planning, deadlines, holidays, submissions, final exams...)?

10. Consider logistical aspects for the community service like (public) transportation to the community

Step by Step Approach 2: Community Needs Phase

11. Clarify the number of involved Community Partners (a single one or more?)

12. Decide how to find community partners? (student self-selection, workshops with the community, face-to-face meetings, volunteer fairs, recruited through community organization centres, volunteering centres, online tools like the ...)



13. Deliberate which organizations or community partners will make the best partners

14. Select a method for identifying the mission but also the needs of the community partners and reflect on how to build trust with the community partners

15. Deliberate about the reciprocity in the cooperation between university and the community

16. Make sure that community partners know what kind of experiences will enhance the expected learning outcomes of students through the provision of service

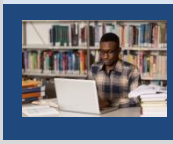
17. Clarify the different responsibilities and roles of students, community partners and teachers – straighten what kind of service will be provided and how students will work (individually or in groups, format of services)

18. Clarify how students will be supervised on site, who are contact persons for students and how continuous guidance is offered by the university

19. Think of and prepare an institutional contract between the community organization and the university

20. Plan the community service units and give students information about how many hours they will spend with the community partners

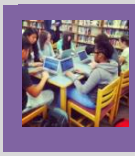
21. Plan risk management and deliberate on possibly occurring situations during students' provision of a service and what to be done to avoid these situations – also prepare students about these concerns before they start their first service unit



22. Reflect on the role of digital media in the course and if but also in what sense it could be useful to use in the course to support teaching, the learning of students, the course organisation and the service for the community

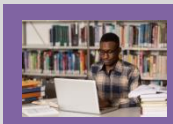
Step by Step Approach 3: Service & Guidance Phase

23. Think about a Student Code of Conduct and create one; it should be obligatory for every student (students could sign it)



24. Plan the first meeting with students in detail (What information is necessary for students to familiarize with the policies, procedures and risks involved in the service for the specific community partners they serve? What kind of information do students need as a preparation for their first meeting with community partners?)

25. Plan and Provide Do's & Dont's in the contact and communication with community partners for students, give them an email address or a telephone number they can contact in case of emergencies



26. Plan reflection assignments for academic learning: consider what kind of assignments are appropriate for the integration of experiences (service and learning)

27. Clarify your role as a teacher. How do you see in the further service learning process and how do you supervise students during the in-service process? (guidance support)

28. Plan and inform students about how they are tracked during their service provision and how they should document their service activities

29. Plan the Assessment & Grading of students (How is students' engagement on-site assessed? How it will be part of course grading? How to deal with students' early exit from the course? In which form do students get feedback from different supervisors?)

30. Plan and offer regular supervision units with students at the university

Step by Step Approach 4: Demonstration & Recognition Phase

31. Plan the last steps of the Service Learning Course (Saying Goodbye to the community partners; Presenting a final product to the community)

32. Plan the Evaluation of the Service Learning course (What should be evaluated and how? Should only students take part in an evaluation or also community members?)

33. Plan strategies to assure the sustainability of the project(s) (How is it possible that students can keep in contact with the community and sustain the service after the course?)

34. Reflect on and provide student recognition (How is students' engagement recognized through or at least in the end of the course? E.g. celebration, presentation of the results, feedback, certificates, confirmation of participation, diploma supplement...)

35. Plan and create a dissemination strategy of your project – use opportunities for presenting the Service Learning project to the public (local newspapers, reports, rectorate, study program manager, colleagues, newsletter, conference paper, journals and so on)

Planning Tool Learning Objectives 1 (adapted from Howard 2001) – Which outcomes are expected of the course?

Goal Category	Knowledge	Skills	Values
Course-specific Academic Learning Goals			
General Academic Learning Goals			
Civic Learning Goals			
Community Learning Goals			
Personal Learning Goals (personal skills, personal growth)			
Social Responsibility Learning Goals			

Planning Tool Learning Objectives 2 (adapted from Howard 2001) – Which strategies are there to reach these outcomes?

	Objectives	Strategies		Assignments	Assessment
Goal Category	Specific Learning Goals	Classroom Strategies	Community Service Strategies	Student assignments	Evaluation & Transformation onto student's assessment
Course-specific Academic Learning Goals					
General Academic Learning Goals					
Civic Learning Goals					

Planning Tool Learning Objectives 3 (adapted from Howard 2001) – Which strategies are there to reach these outcomes?

	Objectives	Strategies		Assignments	Assessment
Goal Category	Specific Learning Goals	Classroom Strategies	Community Service Strategies	Student assignments	Evaluation & Transformation onto student's assessment
Community Learning Goals					
Personal Learning Goals (personal skills, personal growth)					
Social Responsibility Learning Goals					

Planning Tool: Action Plan 1

Objective	Description	Strategy & Criteria	Planned Action	Involved people & Organisations	Start & End	Materials & Resources
Curricula Background	• What kind of community service seems to be appropriate in relation to the curriculum and course content? • How should the course be structured? • Are there any ethical issues to consider?					
Identifying expected results from Service Learning course	What will students know, understand and be able to apply (skills) after the course? • academic outcomes • civic outcomes • personal outcomes • How should they achieve that goals?					
Identifying student's needs:	• pre-requisites of students • prior knowledge • prior skills • special needs • special interests					

Planning Tool: Action Plan 2

Objective	Description	Strategy & Criteria	Planned Action	Involved people & Organisations	Timing	Materials & Resources
Identifying Community needs & building partnerships	• How to identify them? • How to get in contact with community partners? • How to establish a community partnership? • What are the criteria for selecting community partners and building a partnership? • How to fix and sustain the partnership?					
Preparation of students	What should students know before they first contact with the community: • about the organization, • background of service, • clients or community partners? • What are Do's and Dont's in contact with the community partners?					

Planning Tool: Action Plan 3

Objective	Description	Strategy & Criteria	Planned Action	Involved people &	Timing	Materials & Resources
Risk Management	• What risks could occur during the service part? • How could these be prevented? • What strategies can students use in terms of risk management?					
Supervision & Reflection	• How will the students be supervised on-site? • How will you supervise them before, during and after the service parts? • Which reflection activities will be used in the course for an ongoing reflection process? • What criteria should be included in students' reflection?					

Planning Tool: Action Plan 4

Objective	Description	Strategy & Criteria	Planned Action	Involved people	Timing	Materials & Resources
Performances, tasks & grading	• How will the performance of students be judged? • How will you know as teacher that students have learned or mastered the content or skills you expected from them? • What will they do to prove this to you? • Which parts will be graded? • What task should students submit to get a grade? • Which kind of formative or summative assessments are planned?					
Demonstration & Recognition	• How will students' service be recognized in the course? • How will the closure of the service activity be organized? (e.g. celebration, certificate, presentation & demonstration of results)?					

How students identify the needs of community partners

(adapted from Seifert, Zentner & Nagy 2012)

At the university:

STEP 1 Analyse the curriculum & course syllabus: What is the objective of the course? What will you learn in the course? What skills and competences should you acquire or improve after the course?

STEP 2 Analyse yourself

What are your special interests in the course? What are your personal strengths and your skills? How could they be useful for a specific community?

In the community:

STEP 3 Brainstorm: Think about your community - What do you like about your community? Where do you see problems, barriers or challenges?

Is there a specific group of people who you think might need help (older people, children, students, initiatives, projects, organisations, asylum seekers, homeless people, places in the neighbourhood ...)?

How are people in your community supported – can you remember any area, district or group who does not receive the support they need?

STEP 4 Do research: There are several options to conduct research abouts the need of your community. Have a look inside local newspapers.

- Which problems do local newspapers report?
- What positive and negative events happened in the last few months?
- What challenges and problems does the community struggle with?
- What is reported about local initiatives, NGOs, associations dealing with these problems?

STEP 5 Investigate the community's surroundings using methods like these

- *take a walk around the community and take pictures of things you don't like and which attract your attention. Reflect with your peer students how they assess them.*
- *use demographical or statistical data and maps to get an overview of the community*
- *visit places where you find people of your special interest group and visit different community places and organizations. What can you observe? Try to document your observations (ethnographical approach).*

STEP 6 Interview community partners: Prepare a guideline and ask stakeholders and members of the community about their needs.

- *prepare a questionnaire and do a survey asking local residents what they like about their community and in what sense your support would be beneficial to them*
- *prepare a guideline and interview experts, receiving a good overview about the community and about their ideas in the end*
- *prepare a guideline and interview community members / supporters about their concrete needs and how you could advice or support them.*

Back at the university:

STEP 7 Collect and sort the collected information:

What did you investigate in the curriculum and in the community? What can you derive from it? Did you find intersections between your data sources that makes sense? Document your results in form of notes, a short report, a mind map, a poster, ...

Can you bring Service and Learning together? What is your community service idea? Be creative and think about a number of different possibilities. Try to formulate your idea in a few words. In a next step you can compare your options and evaluate your ideas (see Planning Tool: Selection of a Service Learning Project).

☑ Partnerships with community partners are successful if …

- ☐ community partners' needs match with course-based learning goals
- ☐ the service means a benefit for the community partner and improves their situation
- ☐ teachers and students know about the expectations of community partners and orient towards them in their service
- ☐ there is no strict differentiation between service providers and service consumers
- ☐ community partners know and understand the goals of the cooperation
- ☐ roles and responsibilities are well defined
- ☐ the Service Learning part or course is planned together with the community partner and outcomes are agreed upon
- ☐ responsibilities for students' supervision are discussed and clear
- ☐ the community partner has a clear idea about the level of competency students acquire in the course
- ☐ the community partner knows exactly if and how he is involved in the evaluation process
- ☐ the time frame for completing the work and delivering is agreed upon
- ☐ there are clear criteria about what defines 'success'
- ☐ a joint letter of understanding exists and expresses the goals and responsibilities in a written form
- ☐ students demonstrate their learning in action and are confronted with realistic goals to master

Planning Tool: Selection of a Service Learning Project

Rating	Project 1	Project 2	Project 3
Evaluation criteria	**Scale: 1=extremely low, 5= particularly high**	**Scale: 1=extremely low, 5= particularly high**	**Scale: 1=extremely low, 5= particularly high**
Criterion 1: Benefits for community partners • What are the benefits of this project for the community partner? • Is it possible to meet a real need of a community partner? • Will the project help them for their own empowerment?			
Criterion 2: Realisation of the project • How realistic is the implementation and execution of this projects according to the available resources of faculty and students? • Is the project realistic in terms and aspect of time, money, students' and teachers' skills, knowledge and motivation? • Are there some other experts who could give advice? • Who could give resources and support for the project? • Does the project require specific funding and who could provide financial support?			

Criterion 3: Students' academic learning • What will students learn from this form of community service? • How may students' academic learning benefit from this community service?			
Criterion 4: Interests of students • Does the project fit with the interests of students? • Is it motivating and inspiring for them? • Does it mean a challenging experience for them? • Is it not too overwhelming for them?			
Criterion 5: Prevention of risks • What are the risks in this project and are they manageable to be prevented? (social, physical, psychological, moral risks)			
Criterion 6: Research aspects • What are the benefits of the project concerning collection of data or other research aspects?			
Criterion 7: Strengths of the project • What are other strengths of the project?			

Look for the 6R's

(Watkins, Hayes & Sarrubi 2015)

☐ **Rigorous Learning:** the community service is explicitly connected to curricular contents & academic outcomes

☐ **Relevant & Responsive Service:** the service provided by students must fulfil a real community need

☐ **Reciprocity:** the partnership generates reciprocal benefits for both students and community partners

☐ **Risk & Reality** Assessment: students are prepared to identify areas of uncertainty as the community service is in an unfamiliar environment for them

☐ **Reflection:** connecting learning with engagement through students' ongoing , intentional & organized reflection

☐ **Recognition & Celebration**: to recognize students' community service, breaks are incorporated in the course design and a "good-bye" closure ceremony is ritualized

Design of Reflection Strategies – Guiding Questions (adapted from Ash & Clayton 2009)

Strategies

When and how often will reflection occur?
Before, during, and after the service experience?
Will students reflect iteratively so that reflection builds on itself over time?

Where will reflection occur?
In or outside the classroom?

Who will facilitate and/ or participate in reflection?
Instructors, members of the community or peers?

How will feedback be provided and/or reflection products graded?
What is the relationship between the amount and form of feedback and the level of expected outcomes?
What is the relationship between the reflection outputs and the overall grade?

Mechanisms

Toward which specific objectives will the activity be guided?

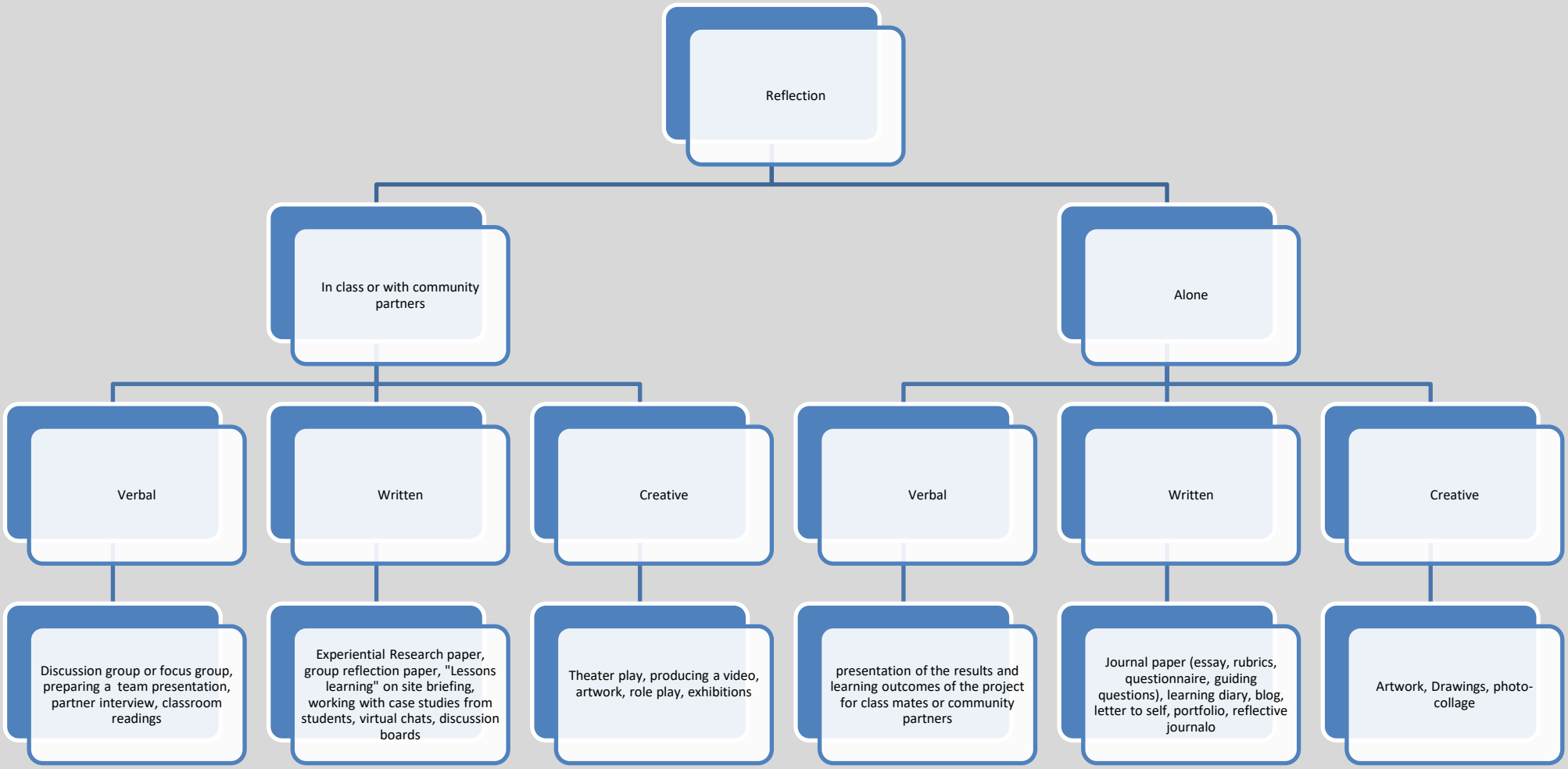
What medium will be used for the activity; written assignments, worksheets, videos, online forums, in-class sessions, concept maps, etc.?

What prompts will be used to guide the activity?

Which products will demonstrate the learning the activity generates: essays, Presentations (Power Point, Poster), handout, oral exams, etc.?

Which criteria will be used to assess the learning process?

Finding reflection tools



Examples for reflection questions

DEAL–Model (adapted from Ash & Clayton 2009): Describe, Examine and Articulate Learning

STEP 1: Describe the Learning Experiences

What happened? What did you do? Why did you do it? When did this experience take place? Who else was there? What was said? What was communicated?

STEP 2 Examine the experience by the category of learning goal (academic learning, civic learning, personal growth) - Prompts

Personal growth: *What assumptions or expectations did you bring to the situation? How did this experience make you feel? How did you interpret the thoughts, feelings, decisions, and/or behaviours of others? In what ways did you succeed or did you well in this situation and what personal characteristics helped you to be successful? In what ways did you experience difficulties and what personal characteristics contributed to the difficulties? How did this situation challenge or reinforce your values, belief, convictions?*

Civic Learning: *What civic goals were you trying to accomplish? What was the reason of the actions taken by you or others? In what ways did differentials in power and privilege emerge in this experience? What were the sources of them? What is the interest of the common good in this situation? In what ways is the individual good linked to and/or contrary to the common good? How did this experience increase your sense of responsibility for acting on behalf of others? Did your assumptions about members of the community make your experience more or less successful when accomplishing your objectives? How did your personal values regarding civic engagement play a role in helping you to accomplish your goal? How can you or others in the community use what you learned about the course material and are there any challenges associated with doing so?*

STEP 3: Articulate Learning – use the responses from steps 1 & 2 and verbalize what learning has occurred, linking it to the learning objectives

What did you learn? How did you learn? Why does it matter? What will you do in light of it?

Academic Learning: *What assumptions based on your scientific knowledge did you make? How did this knowledge impact your service experience? What academic skills and knowledge did you use in that situation? Did your assumptions and your experience differ from each other and in what ways? What could be possible reasons for such differences or similarities? What knowledge or skills improved as you participated in the service? How did your knowledge and skills effected other people? What knowledge and skills were not possible to use in the service provided? Did you note differences between textbook knowledge and your community experience?*

Scoring rubric for the assessment of the final qualitative reflection paper (adapted from Sanders, Van Oss & McGeary 2015)

Explanation: At the end of a Service Learning activity, students often have to write a reflection paper about their service and learning experiences in the community. The rubric below gives teachers an orientation about how to assess such a reflection paper at the end of the course. Teachers take students' papers and try to identify at which level each student has reflected based on the listed questions. Each level is related with a specific amount of points. At the end they sum up the points from all questions and grade the paper according the total sum. It is important that teachers present these criteria and guiding questions to the students already at the beginning of the course.

Guiding Questions	Not present 0	Identify/Describe 1	Apply 2	Analyze and Synthesize 3	Evaluate 4	Total
Describe your service event/work (check only)						
Describe what you learned about yourself, your personal skills/abilities and personal values	No mention of personal skills 0	Limited personal skills or value 1	Applied personal skills/values 2	Analyzed how self-perception changes and why 3	Evaluated which skills to develop or change in the future 4	

Identify how you impacted the setting or community	No mention of impact 0	Described service in community 1	Described unique role in service 2	Analyzed how personally impacted key parts of service 3	Evaluated how could further impact service in the future 4	
How did service learning relate to class content? Please provide an example of what you learned and how Service Learning exemplified this.	No mention of class content 0	Identified and described basic class concept but no link 1	Applied class concepts to Service Learning experience Linked both 2	Analyzed course content relative to Service Learning experience compared, contrasted, or explained greater understanding 3	Evaluated need for more information, how did Service Learning inform practical application content 4	
Guiding Questions	Not present 0	Identify/Describe 1	Apply 2	Analyze and Synthesize 3	Evaluate 4	Total
Describe one particular event during your Service Learning experience. What were the broader social issues that impacted the event?		Count number of systems mentioned				

Paper analyzed according to: -Complexity of systems-Number of distinct systems involved as subjects, targets of action, or reason for actions						
-Multidimensionality of issues- Number of dimensions related to the issue or focus		Count number of dimensions mentioned				
-Understanding of relationships between the individuals and social systems (i.e. disparities, social justice)	No 0	Yes 1				
How did it impact your view of the world Yes/No	No Impact 0	Yes impact 1				

10 FINAL NOTES

For the last ten years, Service Learning as an experience-based pedagogy in higher education as become more and more popular in Europe. Teachers starting with Service Learning usually have many questions regarding the implementation of this teaching method. This Workbook wants to support them in realizing their intentions. The Workbook offers an initial introduction to this method and provides important practical information on a wide range of topics related to Service Learning. In the context of this Workbook, it was possible to provide a detailed literature list giving insight into this pedagogy, and at the same time to present it in a highly practical and easy-to-understand manner. Research results, such as evaluation results, were neglected based on the objective of providing practical guidance, especially for university lectures. In a more intensive study of the approach, however, it can make sense to take a deeper look at different research approaches about Service Learning and to compare them with your own results and findings from practical experience, and to further expand the research in this regard.

There are various interpretations and understandings of Service Learning in different regions – this should not be disregarded. For example, the term “community-based learning” is often used to describe the method in Ireland, in German-speaking area the term “learning through engagement” is common. Service learning can be culturally and linguistically shaped, linked to different connotations in different countries and cultures. If the approach is transmitted to one's own university and cultural context with the aim to implement Service Learning at the university this should be considered.

The descriptions in the Workbook make it clear that the implementation of Service Learning relates to the institutional and curricular framework conditions at each university. Depending on the respective requirements, it may be easier or more difficult to integrate Service Learning into the curriculum or to obtain sufficient resources to support the implementation. The institutional framework in particular offers many open questions that need to be answered. For example, what forms and to which extent university lecturers need support if they become familiar with the Service Learning approach. How can students' learning and engagement be further linked in terms of quality assurance in order to actually achieve the associated expectations of Service Learning and which methods are available to ensure this? Which formats of courses prove to be the most effective according the related aims? In particular, the assessment of Service Learning activities seems to have been neglected so far. How to include activities in the context of service components into assessments and final evaluation of students is still unclear. Which forms of recognition do students actually want for their engagement in the community? In times of the COVID-19 pandemic, digital formats of E-Service Learning are becoming increasingly important for the implementation of service activities. How can and should online forms of Service Learning be used sensibly and how do they differ from traditional Service Learning? What are the limits of E-Service Learning? All of these questions prove to be trendsetting for dealing with Service Learning in the future.

We hope that the workbook offers an orientation for all those interested in Service Learning and we wish you exciting moments when working with students and community partners. In this context, we would like to thank all of our colleagues who actively contributed to this workbook and who supported us with feedback on the way.

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14 PLATFORMS & RESOURCES

NETWORKS:

- AASHE (THE ASSOCIATION FOR THE ADVANCEMENT OF SUSTAINABILITY IN HIGHER EDUCATION): https://www.aashe.org/about-us/

AASHE is an association for the advancement of sustainability in higher education. They offer workshops, webinars, information, toolkit and resources and for faculties, administrators, staff and students who are change agents and drivers of sustainability innovation.

- CAMPUS COMPACT: https://compact.org/

Campus Compact is a coalition of colleges and universities and puts special emphasis on partnerships to support educational equity. They help colleges and universities to advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility.

- CAMPUS ENGAGE: http://www.campusengage.ie/

Based within the Irish Universities Association, Campus Engage is dedicated to supporting Irish higher education institutions to embed, scale and promote civic and community engagement across staff and student teaching, learning and research.

- EOSLHE (EUROPEAN OBSERVATORY OF SERVICE-LEARNING IN HIGHER EDUCATION): https://www.eoslhe.eu/

The European Observatory aims to enhance and disseminate the knowledge of Service Learning in higher education in Europe. It was created as a permanent space for cooperation and exchange among the members of the European network Europe Engage for mapping the use of, collecting data and evidences and promoting the use of this learning methodology as well as its institutionalising processes.

- IARSLCE (International Association for Research on Service-Learning & Community Engagement): http://www.researchslce.org/

The International Association for Research on Service-Learning and Community Engagement (IARSLCE) is an international non-profit organization devoted to promoting research and discussion about service-learning and community engagement.

- Latin American Center for Solidarity Service-Learning (CLAYSS): http://www.clayss.org.ar/, http://www.clayss.org.ar/english/index.html

The CLAYSS promotes the development of the pedagogical proposal of Service Learning in Latin America. It offers training to faculty and community leaders to develop Service Learning projects and develops Service Learning projects in schools, higher education institutions, universities, and youth organizations.

- Netzwerk Bildung durch Verantwortung: https://www.bildung-durch-verantwortung.de/

Bildung durch Verantwortung is a German University Network that sees itself as an exchange platform for the promotion of civil society engagement by students and universities. The aim is to connect universities that want to assume and expand their social responsibility by systematically promoting the civil society engagement of students, teachers and other university members, combining them with their educational mission and thus actively influencing society and contributing to the mutual transfer of knowledge.

JOURNALS

- EDUCATION, CITIZENSHIP, AND SOCIAL JUSTICE: https://journals.sagepub.com/home/esj

  It is a peer-reviewed journal that provides a strategic forum for international and multi-disciplinary dialogue for all academic educators and educational policy-makers concerned with the meanings and form of citizenship and social justice as these are realized throughout the time spent in educational institutions.

- THE JOURNAL FOR CIVIC COMMITMENT: http://ccncce.org/

  The journal is dedicated to growing and strengthening the discussion around service learning, which connects the academic curriculum to service and civic engagement in communities, both locally and globally. It offers research and theories, strategies, and tips and techniques to readers. It is dedicated to disseminating research-based and practical information to service learning practitioners, coordinators, and administrators.

- JOURNAL OF COMMUNITY ENGAGEMENT AND HIGHER EDUCATION: https://discovery.indstate.edu/jcehe/index.php/joce

  The Journal of Community Engagement and Higher Education is an on-line, refereed journal concerned with exploring community engagement and community-based learning perspective, research, and practice.

- JOURNAL OF COMMUNITY ENGAGEMENT AND SCHOLARSHIP: http://jces.ua.edu/

  The Journal of Community Engagement and Scholarship (JCES) is a peer-reviewed international journal through which faculty, staff, students, and community partners disseminate scholarly works. JCES integrates teaching, research, and community engagement in all disciplines, addressing critical problems identified through a community-participatory process.

- JOURNAL OF HIGHER EDUCATION OUTREACH AND ENGAGEMENT: https://openjournals.libs.uga.edu/jheoe/index

  The mission of the journal is to serve as the premier peer-reviewed, interdisciplinary journal to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities.

- JOURNAL OF SERVICE-LEARNING IN HIGHER EDUCATION: https://journals.sfu.ca/jslhe/index.php/jslhe

  The Journal of Service-Learning in Higher Education is an online, international, peer-reviewed journal for the dissemination of original research regarding effective institutional-community partnerships. The primary emphasis is to provide an outlet for sharing the methodologies and pedagogical approaches that lead to effective community-identified outcomes.

- PARTNERSHIPS: A JOURNAL OF SERVICE-LEARNING AND CIVIC ENGAGEMENT (FINAL ISSUE SPRING 2020): http://libjournal.uncg.edu/prt

  The articles in this peer-reviewed journal focus on how theories and practices can inform and improve such partnerships, connections, and collaborations.

- MICHIGAN JOURNAL OF COMMUNITY SERVICE LEARNING: https://quod.lib.umich.edu/m/mjcsl/

  It is an open-access journal focusing on research, theory, pedagogy, and other matters related to academic Service Learning, campus-community partnerships, and engaged/public scholarship in higher education.

- JOURNAL OF EXPERIENTAL EDUCATION: https://journals.sagepub.com/home/jee

  The Journal of Experiential Education (JEE) is an international, peer-reviewed journal publishing refereed articles on experiential education in diverse contexts.

- THE INTERNATIONAL JOURNAL OF RESEARCH ON SERVICE-LEARNING & COMMUNITY ENGAGEMENT : https://journals.sfu.ca/iarslce/index.php/journal/index

  The IJRSLCE is a peer-reviewed online journal dedicated to the publication of high quality research focused on Service Learning, campus-community engagement, and the promotion of active and effective citizenship through education.

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