

SERVICE-LEARNING FACT SHEET

*Teaching, Learning, and Technology Center - Service-Learning Program
Texas Tech University*

Service-Learning: An Instructional Definition

“Service-learning is a pedagogy that links academic study and civic engagement through thoughtfully organized service that meets the needs of the community. This service is structured by and integrated into the academic curriculum, which provides opportunities for students to learn and develop through critical reflection.”

- Service Learning Faculty Advisory Council, 2003 -

Service-Learning Course Criteria

As defined by the Service Learning Faculty Advisory Council, the following provides a context for the development of approved service-learning courses at Texas Tech University.

Designation as a service-learning course will require the following:

Criterion #1: Service learning courses provide rigorous and enhanced academic learning by interconnecting community action and critical reflection.

Service-learning courses combine substantial activity in the community with critical examination of the service experience and the application of disciplinary concepts and skills or academic theory relevant to that activity.

Faculty teaching S designated courses will assign students a minimum of one reflective learning activity (i.e., journal, narrative) specifically aimed at assessing the above mentioned SLO. The type of reflective activity (i.e., written, verbal) is a decision made by the faculty that best meets the needs of the students and the course.

Criterion #2: Service learning courses provide relevant and meaningful service by placing students in projects that are tailored to address community and societal needs. *Students and faculty form community partnerships with existing organizations, groups, schools, individuals, and other community entities to act together to address various issues - identifying needs, evaluating responsive strategies, or implementing those strategies. Community problem-solving collaborations enrich the learning environment by allowing students to learn not only from faculty, but also from a culturally and socially diverse group of peers and community members. Service learning courses carry the spirit of collaboration into the evaluation process by offering agencies and service recipients the opportunity to be involved in the evaluation of the participation and impact of the service.*

Criterion #3: Service learning courses provide purposeful civic learning by creating a learning environment where students can acquire the knowledge, skills, and values to make an explicitly direct contribution to themselves and their communities, both local and global, through civic participation.

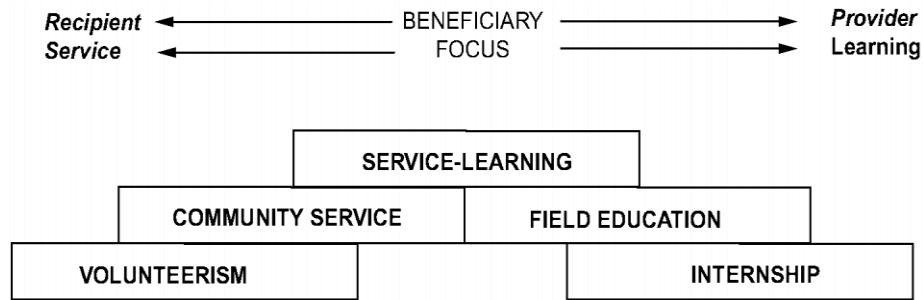
Students develop a richer understanding of a discipline in a larger social context that promotes significant discussion of community responsibility and an awareness of what it means to be active citizens of a democratic society. Students also gain an understanding of how to conceptualize and realize concrete contributions within their chosen field.

Criterion #4: Service learning courses will incorporate the following student outcome in the courses as well in the syllabi: *Students will be able to identify, articulate, and reflect critically on ethical issues in personal, professional, and/or civic life from their own perspective as well as that of others.*

To document this service learning outcome (SLO), faculty teaching S designated courses will submit a summary of the student's responses/comments and samples of student work addressing the above stated SLO. Relevant materials will be submitted to the Service Learning Coordinator. It is recommended that faculty submit work samples from approximately 10-20% of the students enrolled in the service learning course.

Criterion #5: Under extra-ordinary circumstances, alternative activities may be arranged for the students not able to participate in the service learning component of the course.

Service-Learning and Community Service: A Comparison



Furco, A. (1996). Service-Learning: A balanced approach to experiential education. In Corporation for National Service (ed.), Expanding Boundaries: Serving and Learning. Washington, D.C.: Corporation for National Service.

Service-Learning is different from other types of community engagement in two ways:

1. **Focus:** As demonstrated by the schematic below, traditional community service and volunteerism focuses almost solely on the needs of the community partner and the service itself. Field education and internship focus almost solely on the academic and professional development of the student and their course work, rather than the needs of the community partner. Service-learning by definition seeks to create a “win-win” situation, providing both students and community partners with a mutually beneficial relationship that can meet both their needs.
2. **Context:** For a college student, involvement outside university walls and in the community happens almost exclusively on an extracurricular basis (community service with social and service organizations) or as a senior professional development opportunity (internship). Service-learning is unique because it provides an opportunity for involvement in the community and meaningful public service in their *academic* life, which is something that no other student activity can offer.

Service-Learning Student Outcomes

- Understanding and handling the complexity of “real world” problems and situations
- Academic learning → Applied learning
- Interpersonal communication skills
- Leadership skills
- Social responsibility and associated skills
- Ethical Reasoning
- Professional Roles → Civic Roles* - teaches students how they can be of service in their professional lives

Example Service-Learning Courses at TTU

ANSC 3309: Principles of Therapeutic Riding

Contact: Dr. Heidi Brady

Community Partner: University Medical Center

Course Description: The goal of this program is to serve children with disabilities in the Lubbock and surrounding areas, and to further advancements in the field of therapeutic riding. We offer undergraduate students the opportunity to enroll in the Principles of Therapeutic Riding course, in order to obtain the skills necessary to work in the field of therapeutic riding and obtain the basis to apply for certification within the North American Riding for the Handicapped Association (N.A.R.H.A.).

ART 4381: Public & Social Service Design

Contact: Professor Carla Tedeschi

Community Partner: A partial listing includes: MADD (Mothers Against Drunk Drivers), The SPCA of Texas (Society for the Protection of Cruelty to Animals), SOTX (Special Olympics Texas), CSD Texas (Communication Service for the Deaf), Habitat for Humanity, The Haven No-Kill Animal Shelter and the Women's Protective Services.

Course Description: The Design Communication curriculum provides the student with a comprehensive understanding of design both formally and theoretically. Students are expected to hone their communications skills through reading and writing, study the cultural context of art and design, and develop a sense of personal and social responsibility, which places the student in a position to actively explore the process of communication and to become aware of the role the designer plays, in creating meaningful messages in and out of the classroom. This course investigates these ideas and concerns and provides a forum for students from diverse backgrounds to consider and expand their roles as members of a community. An objective of this course is to engage the student in a purposeful learning experience with civic and nonprofit organizations.

ESS 3342: Principles of Teaching Skill Themes and Movement Concepts

Contact: Dr. Karen Meaney

Community Partner: Parkway Academy

Course Description: The purpose of this course is to empower Exercise and Sport Science Majors with knowledge, skills, and experiences to teach elementary physical education in a diverse society. Developing culturally competent teachers is a central tenet of our curriculum. Students enrolled in this course become exposed to gender, race, and class issues which may often bias teachers and coaches' instruction of physical activity and sport. A quality elementary physical education program encourages youngsters to be physically active for a lifetime. Consequently we teach developmentally appropriate practices that are based on a mastery motivational climate. Our students enrolled in this course provide individualized and group physical education instruction to kindergarten children. Kindergarten children attending Parkway Academy are transported to our Sport Studies Center once a week for fourteen weeks each semester where physical education instruction occurs. The majority of children attending Parkway Academy are minority children from extremely low socio-economic backgrounds.

MKT 5358: Business-to-Business Marketing

Contact: Dr. Bob McDonald

Community Partner: Area Non-Profits and Small Businesses

Course Description: The goal of the course is to explore the unique issues of marketing to industrial customers including private firms, not-for-profit entities, and government agencies. Topics include organizational purchasing, relationship marketing, organizational learning, market orientation, market segmentation, research, strategy, and the marketing mix. The pedagogical approach involves working on a project with a client from the community. Each of the projects will in some way make a contribution to our community, either directly or indirectly. In the process of the project, the student will learn and apply the principles of business-to-business (B2B) marketing. Outside of an internship, this may be the most hands-on experience of their academic careers.