



FACULTY GUIDE TO SERVICE-LEARNING



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INTRODUCTION

The De La Salle University (DLSU), as an academic institution, espouses transformative method of teaching that combines learning objectives with service objectives. DLSU believes that genuine social development and the fullness of God's plan require the university to fulfil its educational mission of deeper understanding of social realities, therefore effect liberating action in solidarity with the larger society. Social engagement and action is a value taught and exemplified by the founder of this university - St. John the Baptist of La Salle. Inspired by DLSU's vision-mission "**a leading learner-centered research university, bridging faith and scholarship in the service of society, especially the poor**", as well as by the Lasallian Guiding Principles, Lasallian education impels learners to translate their knowledge into actual practice by contributing towards the betterment of Philippine society.

The Center for Social Concern and Action (COSCA), being the social development arm of the DLSU, is deeply engaged in Lasallian social formation and engagement as reflected in its vision-mission "**being in the forefront of social formation and engagement, dedicated to the integral development of Lasallians and Partner Communities through responsible citizenship and empowerment of marginalized sectors towards a just and humane society**".

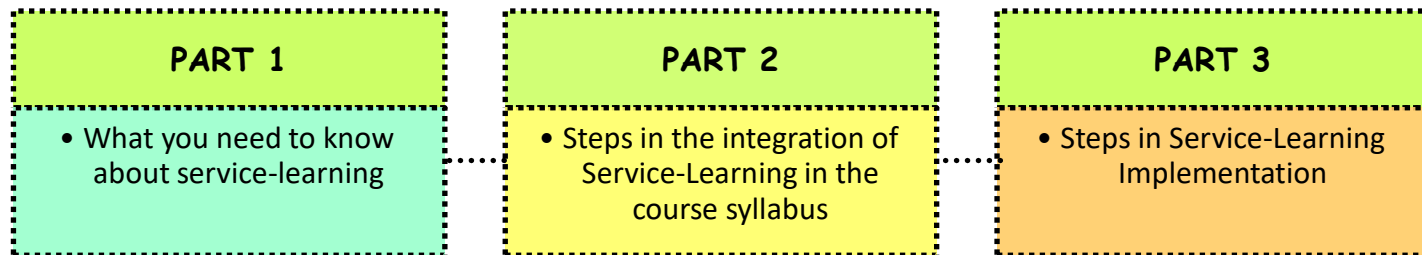
COSCA facilitates awareness building and analysis of social realities, social and community engagement and partnership development (DLSU Community Engagement Framework, 2011). One of its major curricular based programs is the **Service-Learning** which is designed to make classroom study relevant by integrating academic learning with community service experience and reflection activity, hence enriching social responsibility and community involvement of students.

Purpose of this Guide

DLSU recognizes the value of having students apply knowledge through helping the less privileged. This can be realized through an effective teaching and learning approach -- the Service-Learning. This Faculty Guide is a tool to help educators and formators like you to initiate, implement, and institutionalize service-learning in academic program. This user-friendly guide provides information, tools, and resources to assist faculty who are new to service-learning as well as to those currently using service-learning as a form of experiential education. It also enumerates helpful and practical steps that will lead you through developing a new course or adding a service component to an existing academic course/program.

Content Organization

This Faculty Guide is divided into three parts:



The first part defines service-learning, its importance, goals, types, etc. The second part walks you through the steps on how to integrate service-learning in the academic program. The last part guides you on the procedure of service-learning implementation and how COSCA can assist you in the process.

PART ONE: WHAT YOU NEED TO KNOW ABOUT SERVICE-LEARNING

What is Service-Learning?

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 and Hatcher, 1995, p. 112).

In short: ***Students “Serve to Learn” and “Learn to Serve”***

Service-Learning is a **pedagogy** that enables students to interact with communities while they engage in active and real-life learning experiences (Isaacson & Saperstein, 2005; Schoenfeld, 2006; Buchanan, Baldwin, & Rudisil, 2002).

What is DLSU’s definition of Service-Learning?

DLSU adheres to the following key elements of Lasallian Service-Learning.

1. Curricular-based

- Academic-based experiential learning in all levels
- Credit-bearing/part of course assessment
- Linked to academic goals/outcomes
- Structured time and output-based
- Critical reflection for better understanding of the course content

2. Consistent with DLSU Vision-Mission

- Bridging faith and scholarship in the service of society, especially the poor
- Service to the marginalized sector of the Philippine society



- Participate in addressing community needs and demands

3. Applies the Lasallian Reflection Framework (LRF)

The Lasallian Reflection Framework (LRF) is a step by step process of reflection that ensures the integration of Lasallian values and principles in an individual, group or institution's daily life¹

4. Promotes university-wide participation

- Applicable to at least one course in each academic programs/majors/disciplines; not confined to social development courses
- Active faculty involvement and supervision
- Institutionalized in the university (structure, systems, procedures, policies, etc.)

5. Espouses the Expected Lasallian Guiding Attributes (ELGAs)

The Expected Lasallian Graduate Attributes (ELGAs) focus on the knowledge, skills and attributes that graduates should acquire and demonstrate in their course of studies and internships as evidence of accomplishing the school's vision-mission. These ELGAs also reflected the graduate's capacity for lifelong learning and transfer of knowledge in the workplace. ELGAs refer to **Critical and Creative Thinker, Effective Communicator, Reflective Lifelong Learner, Service-Driver Citizen.** ²

What is a service-learning class?

At DLSU, service-learning class involves student in service activity as part of an academic course. Students relate the service experience to course objectives through structured reflection and learning activities.

Why is Service-Learning important to us Lasallians?

- Service-Learning is part of our DLSU vision-mission, which states that "a leading learner-centered research university, bridging faith and scholarship in the service of society, especially the poor".

¹ For more details on the Lasallian Reflection Framework, See Annex D

² Source: <http://www.dlsu.edu.ph/offices/iaa/downloads/iaa1213t1-elga.pdf>



Through Service-Learning, we use our education and share our talent to serve others especially the last, the lost, and the least.

- Service-Learning provides educational depth for students while also broadening their academic experience
- Service-Learning deepens community involvement of DLSU students and faculty thus, inspiring them to become more service-driven and socially committed citizens.

How is service-learning different from community engagement?

Community engagement is a process by which an individual or an organization participates in meaningful and collaborative relationships with a community to address socio-political-economic-cultural issues to develop awareness and critical consciousness towards contributing to social and structural transformation.³

Service-learning is just one form of community engagement. Service-learning is a course requirement for students while community engagement is a non-academic service activity for faculty members, student organizations, and other non-academic personnel of the university participating in community activity. The matrix in the next page describes its similarities and differences.

Table 1. Service-Learning vs Community Engagement

	Service-Learning	Community Engagement
Main Participant	Students	Faculty, student organizations, non-academic personnel
Type of Program	Curricular (academic)	Co-curricular/Extra-curricular (non-academic)
Nature	Course requirement and credit bearing	Extension of academic functions
Focus	Service and learning	Service
Purpose	Address community needs using skills and talents of students	Address community needs using skills and talents of any members of the Lasallian community

³ Section 1.4 DLSU Faculty Manual 2012-2015

What is its goal?

The primary goal of service-learning is to provide **service** to the less privileged community and, equally, enhance student **learning** through rendering service.

We already have practicum and internship in our curriculum as well as other outreach activities, do we still need to do service-learning?



Service-learning is different from practicum, outreach program and other forms of experiential education. Practicum, internship, capstone, and fieldwork are designed to provide students with experiences in the community in order to develop professional skills. These practice-based experiences typically occur during senior year, after necessary completion of coursework. Service-learning classes are designed to involve students in community service activities that are linked to specific learning objectives of the course. Service-learning includes integration of theory and practice, with an emphasis on civic responsibility. Refer to the table below to see the similarities and differences of various service programs.

Table 2. Service Programs

Aspects	Service-Learning	Community Service	Internship/ Practicum	Volunteer
Focus	Service and Learning	Service	Service and Learning	Service
Intended Education Purposes	Academic and civic development	Civic and ethical development	Career and academic development	Civic development
Approach	Curriculum-based	Curriculum-based/non curriculum-based	Curriculum-based	Co-curricular activity
Form of Evaluation	Credit bearing	Credit-bearing	Credit bearing	Non-credit/ incentive-based
Intended Beneficiary	Community and Students	Community and Students	Agency	Agency/ Community

Nature of service activity	Based on academic discipline	Based on social cause	Based on career	Based on social cause
Process	Academic learning, community activity and critical reflection	Community activity and Critical reflection	Work-based learning	Community-based activity
Concerns	Address real community needs and personal development	Social obligation	Address agency needs	Address community needs and personal development

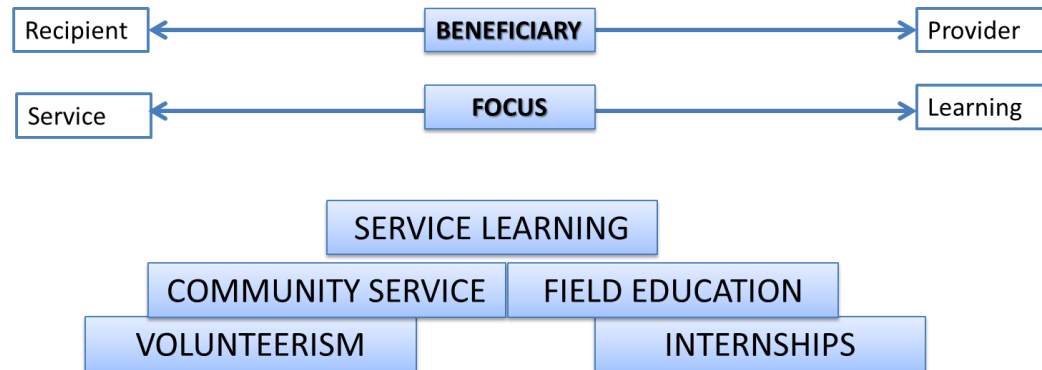


Hamilton and Fenzel, (1988); Kendall and Associates (1990) in Pritchard (2004), explain that in service-based internship/practicum programs, students tend to spend time at an agency to learn about a particular career industry while applying their academic knowledge and professional skills to complete specific projects at the agency. For the most part, the program emphasizes the students' learning (rather than serving the agency).

Internship programs are concerned primarily with preparing students to be productive workers. Some experts have argued that internships are not truly a type of service program but rather refer to a work-based learning or "job readiness" program

Andrew Furco (1996) provided an illustration representing the distinction among various types of service programs. Figure 1 presents that each service program lies on the continuum is determined by its primary intended **beneficiary** that is the recipient and provide as well as its overall **focus** that is the balance between service and learning.

Figure 1. Distinctions among Service Programs (A. Furco 1996)



Volunteerism – is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the recipient.

Community Service – is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (e.g. providing food to the homeless during the holidays). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.

Internships – engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

Field Education – provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service as part of a program that is designed primarily to enhance students’ understanding of a field of study, while also providing substantial emphasis on the service being provided.

Service-Learning – are distinguished from the other approaches to experiential education by their intention to equally benefiting the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring.



But if the practicum and internship program will serve a less privileged organization, that can be considered as Service-Learning.

What are the types of service-learning activities?

There are various types of service-learning activities where you can choose from depending on your course requirement, student's skills and interest. As applicable, you may consider any of the following in your course:

1. **Direct Service-Learning** – it is a person-to-person, face-to-face projects in which service impacts individuals who receive direct help from students (tutoring, interaction with elderly, arts and crafts with children, peer mediation, training and seminar, etc.).
2. **Indirect Service-Learning**- projects with benefits to a community as opposed to specific individuals (i.e., coastal clean-up, improvement of school building, resource mobilization, food and clothing drives).
3. **Advocacy Service-Learning**- working, acting, speaking, writing, teaching, presenting, informing, etc., on projects that encourage action or create awareness on issues of public interest (i.e., promoting reading, peace, care for the environment, local history, violence and drug prevention, disaster preparedness).
4. **Research Service-Learning** - surveys, studies, evaluations, experiments, data gathering, interviewing, impact assessment, tracer study, etc., to find, compile, and report information on topics in the public interest (i.e., renewable energy, community profiling, water testing, flora and fauna studies, surveys).

(Adapted from the Florida Department of Education, 2009. Standards for Service-Learning in Florida: A Guide for Creating and Sustaining Quality Practice. Florida Campus Compact)

What are the benefits of Service-Learning?

Hatcher, J.A. Ed. (1998)⁴ listed the benefits of service-learning among students, community and the institutions as follows:

⁴ Hatcher, J.A. Ed. (1998). Service-Learning tip sheets: A faculty resource guide. <http://www.towson.edu/ITRO/%20Internship%20Opportunities/documents/tipsforslclass.pdf>



Benefits to Students:

- Enriches student learning of course material and “brings books to life and life to books”
- Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices.
- Increases awareness of current societal issues as they relate to areas of interest
- Broadens perspectives of diversity issues and enhances critical thinking skills
- Improves interpersonal skills that are increasingly viewed as important skills in achieving success in professional and personal spheres
- Develop civic responsibility through active community involvement

Benefits to Community

- Provides substantial human resources to meet educational, human, safety, and environmental needs of local communities
- Allows the energy and enthusiasm of college students to contribute to meeting needs
- Fosters an ethic of service and civic participation in students who will be tomorrow’s volunteers and civic leaders
- Creates potential for additional partnerships with faculty and increased collaboration with the campus.
- Provides opportunities to be co-educators



Benefits to the Institution

- Enriches and enlivens teaching and learning
- Builds reciprocal partnerships with the local community
- Creates new areas for research and scholarship and increases opportunities for professional recognition and reward
- Extends campus resources into the community and reinforces the value of the scholarship of engagement
- Supports institutional mission
- Address external expectations for accreditation of degree programs.





Service-learning is a teaching strategy that integrates theory with relevant community service.

What will be our guide in Service-Learning implementation?

As a general guide, just keep in mind the service-learning framework that COSCA developed, see Figure 2.

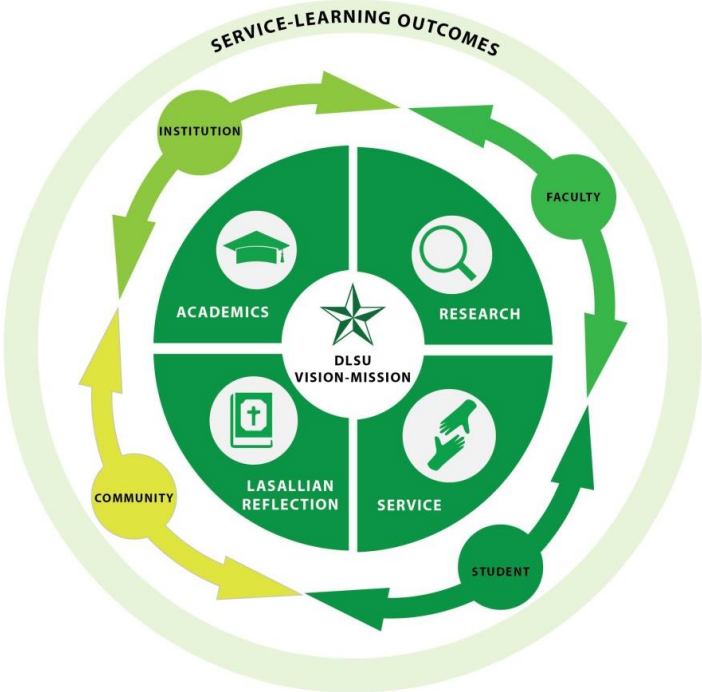


Figure 2. DLSU Service-Learning Framework

The Institutional Framework for Service-Learning is represented in Figure 2. The circular pattern epitomizes the continuous growth and innovation of Lasallian education. At center of the figure is the very core of Lasallian identity, the DLSU Vision-Mission which states that DLSU as a “leading learner-centered and research University bridging faith and scholarship, attuned to a sustainable Earth, and in the service of Church and society, especially the poor and marginalized.” Inspired by this vision-mission, the institution builds a community of learners and scholars who will actively participate in improving the quality of life of the poor in the Philippine society. By increasing their social engagement, Lasallians are also called to share their knowledge and skills in addressing community needs. In view thereof, Service-Learning is a wonderful opportunity to realize DLSU’s institutional mandate of being of service to the Church and society.

Surrounding the vision-mission are the four major components of service-learning: academics, research, service and reflection—which are the fundamental elements of education process. In the **academic** component, service-learning, being a course requirement, utilizes diverse disciplines that each Lasallian student specializes on. The students are able link learning objectives and outcomes with active service activity hence enhancing their knowledge, skills and attitude to course content. The **research** component focuses on the context sensitive and evidence-based research which are shared to serve as basis for future development programs and policies of the society. More than just a curricular requirement, the **service** component, as a form of action, encompasses the vision- mission of DLSU as it prioritizes uplifting the lives of our poor and marginalized Filipinos through active Lasallian service. It promotes reciprocity among all its stakeholders and students builds harmonious relationships with community members, analyzes community conditions and extends service by applying their classroom knowledge in ways that meet the needs of the community. After the community service experience, the students are engaged in consciousness-raising **reflection** to critically examine their community experience, connect this experience with course content, integrate experience with learning goals and articulate their values and the consequences of personal actions and choices. Using the Lasallian Reflection Framework as guide, students go to the community to see and experience (Masid-Danas) the situation, reflect and analyze (Suri-Nilay) social issues and its root cause, and commit to take action (Taya-Kilos) by implementing projects based on community needs.

Service-Learning is grounded on reciprocal partnership of institution, faculty, community, and student which is key in the successful implementation. The partnerships require a two-way street approach to knowledge development and transference as represented in the multi-directional arrows showing that partnerships are reciprocal because it is mutually beneficial, and address both university and community needs, learning from each other, and share resources (Torres as cited in Jacoby & Associates, 2003). Such a reciprocal process is achieved by explicitly positioning all partners in the process as co-learners, co-educators, co-servers, and co-generators of knowledge (Gemmel & Clayton, 2009). In this context, the institution or the university’s role is to improve instructions and learning

outcomes. It extends campus resources into the community and reinforces the value of scholarship of engagement. The faculty as formators provide students the theoretical and social foundations of the academic course in school and hone students' potentials to better extend service. On the other hand, the partner community provides real life experiences and exposes students to the social realities. They relate with students and faculty also for shared learning and capacity building. Students learn through direct social engagement and acquiring knowledge shared by others, they also co-produce knowledge and teaching both self and others.

The outcomes of the entire Service-Learning process will result to lead and contribute towards developing:

- Students who ultimately embody the Expected Lasallian Graduate Attributes (ELGA)

The ELGAs of DLSU focused on the knowledge, skills and attributes that graduates should acquire and demonstrate in their course of studies and internships as evidence of accomplishing the school's vision-mission. The four ELGAs that reflected the graduate's capacity for lifelong learning and transfer of knowledge in the workplace include: 1) Critical and Creative Thinker; 2) Effective Communicator; 3) Reflective Lifelong Learner; and 4) Service-Driven Citizen. (DLSU ELGA, 2009, Retrieved September 19, 2017 from http://www.dlsu.edu.ph/offices/qao/_pdf/expected-lasallian-graduate-attributes-for-dlsu-ge-curriculum.pdf)

- Faculty who are Socially Engaged

Service-Learning is innovative pedagogy shaped and influenced faculty members' understandings of, and approaches to, teaching and learning. Service-Learning has direct connection to the curriculum and the teaching and learning process, it requires direct faculty involvement and support. By incorporating community-based learning into their courses faculty become more socially aware and engaged. Hence, faculty has a greater sense of engagement with the students and community members while addressing community issues.

- University that is Civicly Responsible and Committed; and

Service-Learning will lead in the realization of DLSU's founding mission for promoting the values of citizenship, service, and social engagement. It also results to educational excellence of having an enhanced classroom environment, enriched curriculum and socially engaged university.

- Community Partners that are Empowered

Service-Learning provides useful service in communities as it helps address unmet needs. The reciprocal partnership between the university and community acknowledges participatory efforts of all stakeholders particularly the community, students and faculty members. Community-based projects done through Service-Learning is a good opportunity for community empowerment as it builds the capacity of the community to access, linkage and voice out to gain control over their own resources and lives. Also, Service-learning projects bring together all stakeholders to work collectively towards common goals and builds trust and strengthen community ties.

PART TWO: STEPS IN THE INTEGRATION OF SERVICE-LEARNING IN THE CURRICULUM

Now I understand the basic concepts of service-learning, so how do I incorporate this in my course syllabus?

The succeeding pages enumerate the basic steps in developing a service-learning course. Let us take simple steps at a time...



1: Planning and Preparation

The first step in developing service-learning course is revisiting existing course syllabus to incorporate service-learning, or creating a new service-learning course. Gallagher, et al (n.d. p.14) considers the following guide questions about faculty's motivation and goals, student readiness, and practical concerns.

- *What are some of your reasons for wanting to incorporate service-learning into your teaching?*
- *What changes would you like to see occur in your students by incorporating service-learning instructional activities?*
- *Are there disciplinary theories and concepts that can be clarified or further understood by applying them to practical situations?*
- *What do I want my students to know, to achieve, or to value as a result of their service?*
- *What knowledge, skills and interests should students already possess to be able to benefit from service-learning?*
- *What specific learning outcome(s) do I want service-learning to fulfil? (Do I want my students to deepen their understanding of a particular concept or of the overriding theories of this course?)*
- *How could my course content be used to address a real concern? (i.e. address an environmental, educational, or social concern; or develop materials that would be helpful to people in the community? (Could the skills that my students develop in the classroom be used to help people in another setting (reading to others, writing letters for someone, providing services, or addressing hunger?))*



A. Ways to implement service-learning into a course

The following models serve as reference in service-learning course development.

Table 3. Service-Learning Models⁵

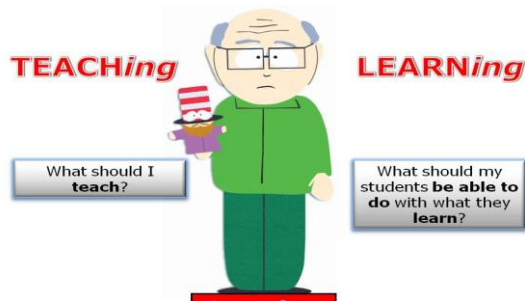
Service Learning Course Model	Description
Discipline-Based Service-Learning	In this model, students are expected to serve in the community and reflect on their experiences on a regular basis using course content as a basis for their analysis and understanding. For instance, students in a Website Design and Management course might serve a community agency by spending three hours per week, for one semester, creating and maintaining a website.
Problem-Based Service-Learning (PBSL)	In this model, students (or teams of students) relate to the community much as “consultants” working for a “client.” Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem. For example, students in a Civil Engineering Traffic Flow Theory course might be asked to study and report on a neighborhood in which traffic problems limited the mobility of senior citizens and school age children.
Capstone Courses	Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students’ understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.
Service-Learning Internships	Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. Students are generally charged with producing a body of work that is of value to the community or site. Service learning internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or online journaling (Blackboard) with a faculty member providing feedback.

⁵ Adapted from Heffernan, Kerrissa. Fundamentals of Service-Learning Course Construction. RI: Campus Compact, 2001, pp. 2-7, 9.

Community-Based
Action Research

Just as discipline-based service-learning courses have the intent of reinforcing course content, community action research courses have the intent of reinforcing research skills. Students “do” research based on a community-identified need. Students engage in the practical, problem-solving nature of research which moves it from the abstract to the concrete. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

B. Developing Learning Outcomes



Service-learning outcomes are characteristics you want your students to possess when the course is completed. For DSLU, we are espousing the Expected Lasallian Graduate Attributes (ELGAs) focus on the knowledge, skills and attributes that graduates should acquire and demonstrate in their course of studies and internships as evidence of accomplishing the school’s vision-mission. These ELGAs also reflected the graduate’s capacity for lifelong learning and transfer of knowledge in the workplace.

Table 4. ELGA and Learning Outcomes

ELGA	LEARNING OUTCOMES
Critical and Creative Thinker	<ul style="list-style-type: none"> Identify methods and technologies to solve community problems Examine social, historical, and economic situation of the community using development frameworks
Effective Communicator	<ul style="list-style-type: none"> Communicate effectively with partner organizations socio-cultural, economic and political research result for appropriate recommendations and actions Write organizational and community profiles
Reflective Lifelong Learner	<ul style="list-style-type: none"> Reflect on cross-cultural experiences to better understand community situations and needs
Service-driven, Ethical, and Socially Responsible Citizens	<ul style="list-style-type: none"> Organize activities to address community needs Conduct tutorials among public school children and out of school youths



2: Selecting Community

Community partners have an important role in the successful service-learning implementation as they provide real life experiences and expose students to social realities. As such, identifying and selecting appropriate community or partner organization is a crucial task.

There are three options to finding community partner(s) for your course: (1) find the site/organization yourself; (2) have COSCA facilitate your engagement with their current pool of partner organizations and/or networks; (3) have the students select their own site or organization.

Option 1. Finding the site / organization yourself

When looking for potential partner organization, it is important to know something about the organization through exploratory meeting with its key officials and review their organizational profile. If you think the potential organization meets your academic needs and requirements, the following minimum **selection criteria** can be helpful:

- ✓ Has legal personality. (Updated SEC, CDA, DepEd, DTI, or any other government certification appropriate to the nature of the organization);
- ✓ Possesses the necessary competence, reputation, experience and potential in its area of expertise;
- ✓ Has existing areas for potential deployment;
- ✓ Capacity to coordinate with Local Government Units and other stakeholders in the community;
- ✓ Experience in working with or managing youth/students and volunteers;



- ✓ Has at least three full-time staff (NGOs) and active officers (POs) with community development experience and skills in handling programs and projects;
- ✓ Willingness to enter into a Service-Learning Agreement to understand and commit to the roles and responsibilities of all parties;
- ✓ Actively operating at least for the last three (3) years.



Once partnership has been established, it is also important to sustain and maintain your working relationship with the organization not only for future service activity but for other collaborative opportunities. Refer to Box 1 Suggestions for Establishing and Maintaining Community Partnerships⁶

⁶ Adapted from UC Denver Faculty S-L Guide, p. 19

Box 1. Suggestions for Establishing and Maintaining Community Partnerships

- Know something about the community site before meeting with representatives. Go to the meeting with some idea about how the site and your course could successfully form a partnership.
- Meet community partners at their offices as often as you invite them to yours. Be sensitive to what time of day is best for meetings and least disruptive to the community site.
- Always be sure to ask the partner organization / community what their current needs are. Don't assume that they are necessarily in a position to create a partnership at the exact moment you are suggesting.
- Value the experiences and knowledge of community partners. Consult with them and perhaps invite them to be part of classroom discussions and reflections.
- Refrain from considering the community as your laboratory. The laboratory mentality suggests superiority of the university system and reinforces a server-recipient paradigm.
- Communicate with your community partner regularly during the planning process as well as during and after the course. Work together to determine what aspects of the partnership were successful and which could be improved in future efforts.
- Make efforts to know the community / organization. Consider volunteering there to familiarize yourself with the culture of the community. Learn how decisions are made and the pace of the organization.
- Do not be afraid to ask questions.
- Remember reciprocity, mutuality, and asset-based community building.
- Celebrate achievements and relationships together at the end of the semester or year.
- Have fun and be ready to both teach and learn.

Option 2. COSCA facilitating your partnership

The Service-Learning Coordinator of COSCA is very much willing to assist you identify suitable partner organization for your class. COSCA can choose from its current pool of community-based and center-based organizations needing assistance and match them with your students' course requirements, skills, and knowledge. You may check-out COSCA's list of partner organizations in Annex B.

COSCA is also available to help your class organize community visits, coordinate with partner organizations with regards to project implementation, facilitate community and organizational orientations, and conduct post service activity processing sessions or reflections.



Option 3. Students finding their own sites

Your students may also opt to find their own site or partner organization they already know and have worked with in the past.

One word of caution about self-selected sites- --students may not have the experience in establishing collaborative partnership with agencies which may cause longer time for them to get started with their service project.

How do we identify potential partner organization?

COSCA has categorized partner organizations according to the following groupings:

- **Peoples' organization (PO)** or community-based organizations representing the marginalized and disadvantaged sector such as urban poor, indigenous peoples, small fishers, labourers, farmworkers, women, etc.
- **Non-governmental organization (NGO)** is any non-profit, voluntary citizens' group which is organized on a local, national or international level. NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information. Some are organized to address specific national issues, such as human rights, environment, justice, or health. *NGOs cater to the needs of marginalized groups: children at risk, persons with disabilities, elderly, small agricultural workers (farmers, fishers, etc.), abused women, and among others.*

Faith-based organization refers to religious organizations and other charitable organizations affiliated or identified with one or more religious organizations (i.e Christian, Muslims, Buddhist, etc.). For example Rural Missionaries of the Philippines, St Mary Magdalene, etc.

- **Local Government Unit (LGU)** refers to the city, municipality, autonomous region, and barangay.
- **Business sector - Micro and Small Scale Enterprise (MSEs)** are any business activity/enterprise engaged in industry, agri-business/services, whether single proprietorship, cooperative, partnership, or corporation whose total assets and employees are categorized as follows:

Category	By Asset Size	By Number of Employees
Micro	Up to P3,000,000	1 - 9 employees
Small	P3,000,001 - P15,000,000	10 - 99 employees

Source: Department of Trade and Industry



3 : Creating a Syllabus with Service-Learning

Let me now walk you through the basic process of integrating service-learning in your course syllabus. Penullar (2014) enumerates these process, as follows:

1. **Review Course Goals.** Using your current syllabus, create a matrix of what students should “know and “be able to do” at the end of the course.

Example: Basic Accounting Course

At the end of the course, the student:

Knows the following: (Know)	Is able to do the following: (Be able to do)
1) The Role of Accounting in Society at an Individual, Group and Organizational Level 2) Methods and Terminologies in Recording and Reporting Financial Transactions 3) Principles and Practices of Recording and Reporting	1) Record and report financial information using appropriate terminology and a variety of methods <ul style="list-style-type: none"> • Profit and Loss Statement • Bank Reconciliation Statement • Petty Cash Book

Financial Information 4) Social, Legal, Regulatory and/or Ethical Influences on Financial Recording and Decision making	<ul style="list-style-type: none"> • Trial Balance • Balance Sheet 2) Use Financial and Non-Financial Information for Personal and Organizational Decision Making
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Source: Papua New Guinea Department of Education . (2008). Accounting Upper Secondary Syllabus. Retrieved from Department of Education: <http://www.education.gov.pg/Teachers/secondary/upper/syllabus-upper-secondary-accounting.pdf>

2. **List Possible Projects.** Using the “KNOW” and “Be Able to DO” matrix, list possible projects that can be done for a community, non-government organization or partner institution working for vulnerable groups.

Types of Projects

- a) Product - What course-related product / output can students produce for the benefit of a marginalized community, NGO, PO or vulnerable group? (Marquette University, 2014)
- b) Presentation -What course-related topic can students present or teach for the benefit of a marginalized community, NGO, PO or vulnerable group?(Marquette University, 2014)
- c) Professional Service - What professional services can students (help) perform for the benefit of a marginalized community, NGO, PO or vulnerable? (Marquette University, 2014)

Product	Presentation	Professional Service
Financial Reports for Individuals or Groups: 1) Profit and Loss Statement 2) Bank Reconciliation Statement 3) Petty Cash Book 4) Trial Balance 5) Balance Sheet	Training or Orientation on: 1) Basic Bookkeeping and Accounting 2) Stock Taking and Inventory Management 3) Fraud Detection and Prevention 4) Credit Evaluation	1) Audit 2) Advise on Bookkeeping 3) Development / Improvement of Report Formats / System 4) Recommendations on Cash System

3. **Match Project with Need.** List partners who may need any of the community products, projects and professional services you have listed. You may browse COSCA’s list of partners.
4. **Meet Partner Organization.** Schedule a meeting with the key leaders/officials of the chosen partners to level-off on expectations and objectives. Discuss course goals, community project ideas and potential partners related to the course. And finally, agree on the SL project(s) and partner(s) as well as schedules of activities.

5. **Adjust Assessment and Activities.** Using the timeline for the term identify the week(s) where students already have the knowledge and skills necessary for the project. Review Course Goals and Grading System. Identify how much weight you will assign for the service-learning project and the service-learning Reflection Output

Week	Topic / Activity
1	Course Orientation and SL Orientation
2	Bookkeeping and Stock Management
3	The Profit and Loss Statement
4	Partner Visit, Orientation and Training Needs Assessment (Field)
5	Bank Accounts and Reconciliation
6	Service Plan Presentation & Approval (Field)
7	Petty Cash System
9	Introduction to Accounting and the Accounting Equation
10	Ledger, Trial Balance and Balance Sheet
11	Preparations for the SL Project
12	SL Project Implementation
13	Class Integration and SL Project Debriefing; Submission of Reflection Paper
14	Submission of SL Project Completion Reports

Sample of Grading System:

Outcome	Assessment	Weight
Record and report financial information using appropriate terminology and a variety of methods	SL Project SL Reflection Paper	20% 10%
Use Financial and Non-Financial Information for Personal and Organizational Decision Making		
Recall Key Concepts, Principles and Procedures in Basic Accounting	Quizzes, Problem Sets and Cases Midterms Class Participation	40% 20% 10%
Total		100%

6. **Prepare Guide for Service-Learning Outputs.** Develop guide and RUBRIC for the projects of the class.
7. **Check CHED's Memo on Field Trip** for safety and other administrative concerns you may need to prepare. For assistance, you may coordinate with your department secretary or with COSCA.⁷

See sample syllabus in Annex C ECONDEV Syllabus.

Will planning a service-learning course take too much of my time?

It does take time to set up the logistics of a service-learning class, to respond to individual students, and to work through the unanticipated challenges of site visitations. But there are ways to minimize the impact of time by gaining assistance from COSCA.

The Service-Learning coordinator of COSCA may assist you in identifying your community partners to discuss the design and implementation of the course. It does get easier each time you teach a service-learning course. The amount of time required is lessened as community partnerships develop over time.

Does service-learning take too much class time?

You are still in charge of what class time is used for. Students can reflect on the experience outside class through journals and reflection papers. However, research indicates that devoting time in class to discussing experiences that emerge from the service experience will increase student learning and satisfaction with the course. If the students' experiences become text for the class, they will integrate what they are learning as they discuss, make connections to course materials, and listen to the experience of others.

What are the possible service-learning activities that my students can be involved in?

Service-Learning can be used in most disciplines and not necessary for social development courses only. There are a wide variety of activities that the students can participate in based on course requirements and skills.

⁷ See Annex E for a copy of the CHED Memo 63, Series 2017

 CHECK THIS OUT!

Table 5. Examples of Service-Learning Activities per College

COLLEGE	POSSIBLE SERVICE LEARNING ACTIVITIES
<p align="center">College of Education</p>	<ul style="list-style-type: none"> • Skills Training on Classroom Management for Daycare Center • Skills Training on Daycare Learners Assessment • Lesson Plan Development for primary education • Skills Training on effective Structured Learners Exercises for Daycare Learners • Sports Clinic • Arts and Crafts for children • Audio Visual presentation/Visual Aids development • Basic literacy and numeracy • Tutorials • Read along activity among street children
<p align="center">Ramon V Del Rosario College of Business and School of Economics</p>	<ul style="list-style-type: none"> • Project proposal development • Market research • Basic Orientation on Social Entrepreneurship for Peoples Organizations • Community-based Livelihood Projects • Feasibility Study Making • Simple Bookkeeping and Accountancy • Training on Marketing Plan Development/ Marketing Strategy for Women • Project/Program Development and Management • Resource Mobilization • Workshops for residents of low-income communities on household finances, budgeting; train leaders of people’s organizations on simple bookkeeping and basic accounting • Community and organizational profiling • Promotional and marketing materials development

College of Law	<ul style="list-style-type: none"> • Basic Orientation on Human Rights, Land Security, Housing and Settlements (UDHA), Environment, Women and Children • Paralegal Training • Legal Management/Review and Documentation of legal cases • Legal Clinic
Gocongwei College of Engineering	<ul style="list-style-type: none"> • Development of renewable source of energy for the community • Geohazard Assessment • Designing disaster resilient houses for poor families • Food processing (ie tocino) • Livelihood training (making of yogurt, ice cream, candle, perfume, fruit wine, mayonaise, etc.) • Lecture on Fire Prevention and Safety • Electrical Hazard assessment
College of Liberal Arts	<ul style="list-style-type: none"> • Psychological-Social Assessment of children who are victims of dislocation and other forms of human and natural disasters • Community Profiling • Conduct Training Needs Analysis on Social Development related concerns (e.g. organizational development, gender sensitivity, etc) • Organizational Assessment and Planning • Program/Organizational Impact Evaluation • Conceptualization and Documentation of Community-based Health Program • Cultural anecdotes
College of Computer Studies	<ul style="list-style-type: none"> • Computer Literacy for Out of School Youth • Database development and management • Website development and management • Geohazard mapping • Multi-media presentation of community organization's profile
College of Science	<ul style="list-style-type: none"> • Orientation on Disaster Risk Reduction/Contingency Planning • Community Profiling of Bio-physical condition • Geological hazard Assessment • Water quality analysis • Database of marine, flora, and fauna species found in the community • Math and Science tutorial

All Colleges

- Christmas gift giving for abandoned and sick children
- Medical Mission
- First Aid Training
- Book Drive for Daycare Centers



4: Evaluating Service-Learning Experience

How do I evaluate the students' performance?

Bender (2005) says that service-learning is often defined with an emphasis on learning. Many teachers do not change their evaluation technique, but assume that the service heightens student learning, and that monitoring the service contribution is all that is necessary. On the other hand, you might have specific papers devoted to reflecting on the experience, and grade those for analysis, critical thinking, and other standards normally used. Faculty who utilize service-learning must generate data documenting the impact that this pedagogy has on student learning.



Otherwise the question, “Why should I utilize service-learning if it doesn’t work any better than what I am already doing?” is a legitimate one. There are a number of outcomes that can be assessed. These include: impact on student learning; impact on the partner organization; impact on those being served; and impact on faculty development.

How do I assess the service activity experience and lessons learnt of students and partner organization?

At the end of service activity, it is important that you sit down with your students and partner organization then facilitate an assessment on their service-learning experience and lessons learned. To help you with this, here are the possible guide questions and areas of assessment⁸:

Students

- Have the students gained appreciation of the course through service-learning?
- Has the project contributed in the efforts of the local organization/community respond to their needs?
- Has everyone in the group contributed in the service activity and project implementation?
- What are the strengths and weaknesses of service-learning implementation?
- Has service-learning stirred the students to commit and take action in service of the marginalized sector?

Partner Organization

- Is the service activity done by the students based on the organization's needs?
- Is the project consistent with the organization's vision and mission?
- What are the valuable contributions of service-learning in the organization and community in general?
- Can the project, initiated by the students, be sustained and replicated by the organization?

You may also check out COSCA assessment tools that you can also refer to, see Annex A.

Should I also review and evaluate the syllabus?

It is also vital that you assess service-learning module and implementation at the end of each term to identify ways to further improve the curriculum based on the lessons learnt. As a guide, you may answer these questions yourself.

- Has service-learning enhanced student learning and achieved intended learning outcomes?
- What are the tangible advantages and disadvantages of this experiential form of education?
- Was the linkage between service and academic learning established and realized in the process of implementation?
- What are my recommendations to further improve service-learning in terms of curriculum design, partnership building, learning objectives, service outcomes, etc?

⁸ Source: Bender, 2005a, et al; COSCA Service Learning Manual of Operations, 2011



Academic credit is for learning, not for service

Projects / Activities NOT considered a Service Learning

Type of Activity	Why not?
Ocular visit/Exposure Trip/Study Tour	<ul style="list-style-type: none">• Only students gain from the experience not the partner organization• No concrete output that the community/organization can benefit from
One on one Interview / Survey	<ul style="list-style-type: none">• Only students learn from the experience• If the interview will not result to concrete actions that the community can benefit from

Characteristics of an Effective Service-Learning Project

- ✓ **Community-driven** – the project is based on community needs and demand
- ✓ **Connected to Academic Learning** - the activity is linked to course objectives and learning outcomes; there is a connection between learning in the classroom and what is being experienced in the community
- ✓ **Output-based activity** – the result or output of service learning activity benefits the community and/or organization

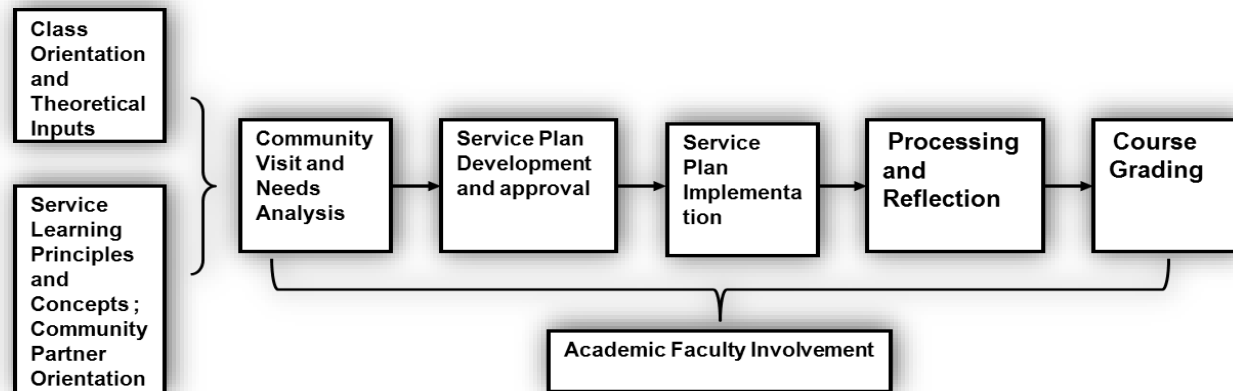
PART THREE: STEPS IN SERVICE-LEARNING IMPLEMENTATION

So, how do we implement service-learning?



Just follow these simple and easy steps shown in Figure 3 and you will never go wrong!

Figure 3. Process Flow



Step 1. Faculty conducts classroom sessions wherein students are equipped with necessary knowledge about the course and skills needed in fulfilling their community tasks.

Step 2. Students attend service learning orientation to learn about the concepts and principles of service activity, and, overview of community and partner organization. The orientation is conducted by COSCA through its program coordinator.

Step 3. After the orientation, students together with the academic faculty and COSCA coordinator conduct initial community visit for an ocular inspection as well as meet the members of peoples' organization that will serve as project partner of students during their service activity.

Step 4. In consultation with the community leaders, students may opt to identify possible project activity based on the observed condition or identify activity based on the expressed need of the community/partner organization. The identified priority need of the community/partner organization will now serve as reference of the students in writing their proposed service plan with guidance from the academic faculty. The service plan will have to be approved by the community leaders before implementation.

Step 5. Service plan execution involves actual project implementation activity in partnership with the community organization. The partner organization is the one to determine whether the project is already for finalization or revision. Final project output shall be submitted directly to the community organization through the service-learning program coordinator and faculty in-charge.

Step 6. Upon completion of community project, processing session is facilitated by the COSCA coordinator, academic faculty or community leaders. During processing sessions, students reflect on their service experience, learnings and personal plan of action. The students may be required to submit reflection papers/journals or accomplish feedback forms at the end of the activity. Using the Lasallian Reflection Framework (Annex D), samples of reflection prompts you use as reference guide is found in Annex E.

Step 7. Academic faculty then gives grade to student's overall performance.

How do we ensure that our students' service-learning project will have a positive community impact?

Projects should be designed to meet both learning and community goals. With this, we should see to it that our community partnership is mutually beneficial and our students feel effective in their work. The Vanderbilt University provided helpful tips to ensure that projects will create positive community impact.⁹

Assessing Community Need

To ensure a project has significant impact for a community, it is important to address a community's most urgent needs. Therefore it is important to rely upon well-respected community leaders and organizations for an assessment of its needs and for greater background on the issues the community faces. This should be supplemented with academic or government research that may be available about the community. From these needs assessments, community goals should become clearer, which in turn will allow project ideas to emerge more easily.

Building Trust

In many campus-community, or "town-gown," relationships there are histories of miscommunication, neglect, distrust, and even conflict. It is helpful to be aware of these histories and the dilemmas they pose for new campus-community partnerships as you enter into dialogue with community members. Even when there are no histories of conflict, there can be an absence of communication that may cause each side to suffer misunderstandings about the other. Open, supportive communications are therefore essential to fostering mutually beneficial partnerships. Also helpful are public conferences, guest lectures, community talks, campus or community tours, and other exchanges that serve to build understanding and trust. Lastly, it is important to rely upon those bridge-builders between your campus and the community, whether they are community members with ties to the campus or staff and faculty who have been active locally.

Creative and Flexible Project Design

When designing a project with a community partner it is important to balance both community engagement and student learning goals equitably. This might involve some creativity and flexibility on both sides. Educators need to be flexible in adapting the learning goals of a course to the practical needs of a community partner. Likewise, community partners may need to be flexible in choosing projects that will provide meaningful learning experiences for students. Open and supportive communication, mutual understanding, and trust are invaluable in this process.

⁹ Adapted from Vanderbilt University, Challenges and Opportunities of Community Engaged Teaching, <http://cft.vanderbilt.edu/teaching-guides/teaching-through-community-engagement/challenges-and-opportunities-of-community-engaged-teaching/> retrieved on July 17, 2013.

Setting Realistic Project Goals

In defining a mutually beneficial project, it is important to set learning and community goals that are manageable for your students within the time frame of your course. Further, it is important to communicate these goals clearly to your students and ensure they have a clear sense of what will be expected of them at every step in the course.

Managing Community Expectations

Community partners can be excited to have students working with them on new and valued projects, and they may have high hopes about what they can accomplish. While this enthusiasm is important for developing a good partnership, it is important to ensure your partner knows exactly what capacities your students do and do not have, and to set realistic expectations for project goals.

Ensuring Continuity

Community needs often exceed the limitations of one project and the term time frame in which most educators teach. Therefore, it is helpful for the community and educators to develop lasting partnerships. Not only do lasting partnerships yield multiple projects over time that can result in a cumulative impact on the community, but they also allow for the trust and mutual understanding that ease future project planning and success. If these partnerships can be established between the community and entire departments, programs, or institutions, community needs can be addressed across multiple educators and courses over time. This ensures even greater community impact and partnerships that are less vulnerable to the career shifts of individual faculty.

Assessing Impacts

As in any form of instruction, it is imperative to evaluate community-based teaching and its impact. While educators typically gather student ratings of a course, there often is no such mechanism for community partner evaluation. Community partner evaluations can be done in the midst of a project for the purposes of implementing any mid-course corrections, but they also should be done once the project is finished to determine its final impact. This can be in the form of a final written evaluation that an educator asks them to submit, one with specific questions regarding every phase of the project – from the usefulness of project design, to student conduct, to the helpfulness of the final results.

We don't learn from experience. We learn from reflecting on experience.
John Dewey

What are the tools for reflection?

A service-learning class includes reflection activity that can be evaluated by the faculty.

Reflection should be both retrospective and prospective: students consider their service experience in order to influence their future action and link to the learning objectives. This affords students the opportunity to document the learning that has occurred from the service activity.

You may choose from a variety of tools that can be used to document service-learning experience, these are:

- **Personal Journals** are easy to assign, yet often difficult to grade. Some contend that this means personal reflection should be graded only for completion. Personal journals provide a way for students to express thoughts and feelings about service experience throughout the term.
- **Direct Writings** ask students to consider the service experience within the framework of course content. The instructor identifies a section from the text book or class readings (e.g. quotes, statistics, key concepts) and structures a question for students to answer in 1-2 pages. A list of directed writings can be provided at the beginning of the term.
- **Experiential research paper** ask students to identify an underlying social issue they have encountered at the service site. Students then research the social issue. Based on their experience and library research, students make recommendations to the agency for future action. Class presentation of the experiential research paper can culminate the term.
- **Online discussion** is a way to facilitate reflection with the instructor and peers involved in service projects. Students can write weekly summaries and identify critical incidents that occurred at the service site. Instructors can post questions for consideration and topics for directed writings. A log of the email discussion can be printed as data to the group about the learning that occurred from the service experience.



- **Portfolios** contain evidence of both processes and products completed and ask students to assess their work in terms of the learning objectives of the course. Portfolios can contain any of the following: service learning contract, weekly log, personal journal, impact statement, directed writings, photo essay, products completed during the service experience (e.g. agency brochure, lesson plans, advocacy letters). Students write an evaluation essay providing a self-assessment of how effectively they met the learning and service objectives of the course.
- **Class presentations** can be three-minute updates that occur each month or thirty minute updates during the final two class periods during which students present their final analysis of the service activities and offer recommendations to the agency for additional programming. Agency personnel can be invited to hear final presentations.
- **Weekly log** is a simple listing of the activities completed each week at the service site. This is a way to monitor work and provide students with an overview of the contribution they have made during the term.

(Excerpts from *Tips for Developing a Service Learning Class*.¹⁰)

How can involvement in service-learning strengthen my professional research?

Currently, there are existing academic associations that organize meetings, assemblies and conferences on service-learning and civic engagement at the national and regional levels. The Asean University Network, Asian Learning Network, and the United Board for Higher Christian Education in Asia holds annual conferences and provides opportunities to present papers on service-learning and the scholarship of engagement. Additionally, special issues of professional journals feature service-learning as a topic of inquiry.

Involvement in service-learning can augment and redirect one's professional research interests, especially when a strong partnership is created with the community organization. COSCA can provide assistance in conceptualizing research on service-learning, scholarly publications, or grant proposals.








¹⁰ <http://www.towson.edu/ITROW/6%20-20Internship%20Opportunities/documents/tipsforslclass.pdf>

Great! I am now willing to incorporate service-learning in my class, but can COSCA help us realize this?



COSCA is at your service. It can help you facilitate your service-learning activity through the following:

COSCA shall...

-  Identify potential partner organization and/or community
-  Match students' skills and course requirements with community needs
-  Provide orientation about service-learning program, partner organization, and the community
-  Coordinate with partner organization the actual student service activity and project implementation
-  Document service-learning activities
-  Develop risk assessment system to ensure safety and security of students during service activity
-  Facilitate post service activity assessment and processing session

**Tell me, and I forget,
Teach me, and I remember,
Involve me, and I learn. -- Benjamin Franklin**

Best of luck!

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