

Learning to Serve, Serving to Learn:

A Capacity-Building Program for Higher
Education Faculty Members, Curriculum
Developers and Extension Officers

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TABLE OF CONTENTS

Module Overview 3
Module Preparation Guide 8
Lesson Guide 1: Preliminaries	... 15
Lesson Guide 2: Laying the Foundation	... 23
Lesson Guide 3: Experiencing Service-Learning	... 56
Lesson Guide 4: Sharpening Our Skills	... 60
Lesson Guide 5: Finding Our Niche	... 73
Lesson Guide 6: Bearing Fruit	... 79
Lesson Guide 7: Institutionalizing Our Gains	... 84
Acknowledgements	... 88
Bibliography	... 89

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Module Overview

Introduction

This training program is designed to equip faculty members, extension officers and leaders of higher education institutions on relevant theories, concepts, tools and exemplary models in community engaged learning and teaching or service-learning (SL).

Consistent with service-learning's foundations in experiential learning, participants shall be given first hand experiences in designing and participating in a service-learning activity or project.

Upon completion of this training, participants will be able to design and implement a service-learning course for their taught course / subject.

The module was designed and implemented through the following process:

- ❖ Review of Related Literature on Service-Learning
(Misconceptions, Prior Understanding, Exemplary Models, etc.)
- ❖ Module Development by Lead Writer
- ❖ Module Presentation with Selected Faculty Members
- ❖ Module Pilot-Run with:
 - Faculty Members of De La Salle University (Sept. 19-20, 2013, Oct. 4, 2013 and Feb. 21-22, 2014)
 - Faculty Members of AUN (UKM, February 27-28, 2014)
- ❖ Final Evaluation of Training Module
- ❖ Revision and Re-packaging of the Training

Target Participants

Target participants for this module are faculty members, curriculum developers and leaders of higher education institutions in the private or public sector. Ideally, the module should be facilitated for 15 to 25 participants per batch.

Participants must have previous or existing experience in any teaching or learning related activity or endeavor. Participants joining the community exposure must be physically, mentally and emotionally prepared to interact or immerse in marginalized communities or sectors. This is especially important as they may be exposed to environmental and socio-cultural conditions different from their own.¹

Target Learning Outcomes

Upon completion of the 4-day training, each participant will be able to:

- ❖ Differentiate community service, volunteerism, internship and community engaged teaching and learning (service learning) from each other.
- ❖ Articulate the benefits of Service-Learning to students, faculty, academic institutions and communities.
- ❖ Facilitate sessions and utilize various tools for reflection in a service-learning class.
- ❖ Re-design a regular class into a service-learning class.
- ❖ Contextualize service-learning processes for their class / school.

¹ For more information on community exposure preparation, go to Activity 4 of Lesson Guide 2.

Module Summary

Various learning activities shall be facilitated to ensure that participants achieve the outcomes for this module. These include interactive lectures, video showing, case analysis, small group discussions, and actual community service, among others.

The entire module may be facilitated within 30-32 hours, depending on the travel time from the training venue and the partner community. Each session is takes approximately 4 hours to complete. Each learning activity runs an average of 45 min each.

Session	Title	Duration	Brief Description	Lessons / Topics
1	Preliminaries & Levelling of Expectations	40 min	This session facilitates the matching of participants’ learning needs and module objectives. It situates the module in the context of IID and the Higher Education Mission.	<ul style="list-style-type: none"> • Expectations Setting • Module Framework
2	Laying the Foundation	6 hours, 45 min	This session provides participants with basic concepts, principles and theories in service-learning. An orientation for the mini community engaged teaching and learning experience for participants shall be conducted as well.	<ul style="list-style-type: none"> • Historical-Theoretical Foundations of SL • Definitions, Principles and Models • Orientation for community work
3	Experiencing Service-Learning	7 hours, 45 min	This whole day session allows participants to learn about community engaged teaching and learning by experiencing it themselves.	<ul style="list-style-type: none"> • On Site-Orientation • Actual Service-Learning Project • Group Reflection
4	Sharpening our Skills	3 hours	Participants will reflect on their service-learning experience and enhance their skills in ensuring	<ul style="list-style-type: none"> • Reflection Sharing • Principles, Types & Tools for Reflection

Session	Title	Duration	Brief Description	Lessons / Topics
			achievement of the key elements of service-learning: academic enhancement, meaningful service and purposeful civic learning	<ul style="list-style-type: none"> • Establishing Community Partnerships
5	Finding Our Niche	5 hours	Participants shall look at exemplary models of CETL in their respective disciplines. Break-out groups shall be formed to discuss the indigenous SL practice in their disciplines.	<ul style="list-style-type: none"> • Exhibit of Exemplary Service-Learning Courses • Break-out Groupings
6	Bearing Fruit	4 hours	The benefits of service-learning on various stakeholders shall be discussed. Representatives from institutions with successful SL practice shall be given the opportunity to share their experience	<ul style="list-style-type: none"> • Benefits of CETL • CETL Testimonies • Panel Discussion: CETL Institutionalization
7	Institutionalizing Our Gains	4 hours	Participating institutions shall be given the opportunity to plan concrete steps in integrating SL in their schools.	<ul style="list-style-type: none"> • Institutional Planning and Presentation • Evaluation and Closing Ritual

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Module Preparation Guide

Introduction

The purpose of this guide is to help facilitators' contextualize the module according to the unique needs and capacities of their institution and culture. This is achieved through the concerted efforts of institution leaders, community engagement staff and community partners.

Objectives

At the end of these preparatory activities, the module organizers have identified the following:

- ❖ Potential partners for the service-learning program
 - Marginalized Communities
 - Disadvantaged Sectors or Organizations
 - Non-Government Organizations

- ❖ Pre-conceived ideas and expectations of target participants on service-learning

Specific Activities

1 Collaboration Meeting

Module organizers' must convene an ad-hoc committee that will facilitate the conduct of the service-learning workshops. Ideally, the group should be composed of

representatives from the academic, research and extension units of the institution. Preliminary discussions shall be done on the possibility of integrating service in the curriculum of the institution. The strengths and capacities of the institution shall be appraised to come up with an initial list of potential contributions to vulnerable sectors or communities.

2 Identification and Selection of Potential Partner/s

In line with the principles of inclusive development (UNIID-SEA, 2013), vulnerable communities / sectors matching the institution's capacity shall be prioritized. These communities may be identified using the indicators listed in UN's Millennium Development Goals. Communities with low progress rates in any of the following areas may be considered:

- ❖ Poverty and Hunger
- ❖ Universal Primary Education
- ❖ Gender Equality
- ❖ Child Health
- ❖ Maternal Health
- ❖ HIV / AIDS, malaria, and other poverty-related diseases
- ❖ Environmental Sustainability

(United Nations, 2003)

Grassroots organizations and other non-profit organizations working for vulnerable sectors like women, young people, persons with disabilities, senior citizens and indigenous people must be given precedence as well. With the proliferation of fraudulent and unscrupulous organizations claiming to work for the poor, the following criteria may be used as reference in selecting organizations with integrity:

- ❖ Has legal personality. (With 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 student 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 and active officers with community development experience and skills in handling programs and projects;
- ❖ Actively operating at least for the last 3-years.

(Guanzon, 2013, p. 17)

Using all of this information, a ranking sheet may be used to identify the most appropriate partner for a particular academic unit.²

3 Exploratory Talks with Potential Partners

Extension office staff may then meet leaders of potential partner communities and organizations to discuss the possibility partnering for service-learning. The goals of the institution for the program must be shared. Potential advantages and disadvantages of the program must be laid down as well. Finally, the partner's strengths and potential contributions to the institution must be solicited as well.

Preferably, engagement with the partner must not only be limited to service-learning. The best model would be to develop a comprehensive community engagement plan where curricular and co-curricular programs converge for the benefit of the partner. (Quitangon, 2014)

If this is not feasible, the potential partner must then be informed that service-learning projects may be seasonal, depending on the academic program's timeline. Service may also consist of short-term projects feasible within a given term. Should both parties come to an agreement on the details of the partnership, a memorandum of understanding must be drafted and signed.

4 Assessment of Target Participants

Upon completion of items A to C, the service-learning module may already be publicized. The module may either be arranged in partnership with a specific academic unit or publicly offered in the institution. As a prerequisite to registration in the module, interested participants must accomplish a survey form that describes their current

² See Worksheet 2 in the Resources Section

understanding and expectations of service-learning. The KWH³ Chart (adapted from Ogle, 1998), may be used as a survey form for this end. For environmental sustainability, the survey form may be printed on recycled paper or administered through online applications.

Participant Assessment: Community Integrated Teaching and Learning (CITL) Workshop

To ensure that the workshop on Community Integrated Teaching and Learning (CITL) meets your needs, we would like to solicit information on your current understanding and interest on CITL.

Kindly answer this short survey as honestly as possible. Your insights would be very valuable in making our workshop a success. Many Thanks.

Maria Lourdes F. Melegrito
AUN USR&S Steering Committee
Director, Center for Social Concern and Action
De La Salle University - Manila, Philippines

*** Required**

Your Institution / School *

What do you currently know about community integrated teaching and learning or CITL? *
You may indicate key words or bullet points on CITL that you are familiar with. (i.e. CITL Definition, etc.)

What do you want to know / learn about community integrated teaching and learning (CITL)? *
You may also write questions on CITL that you want answered at the end of the workshop.

³ KWHL stands for “What I want to Know”, “What I Want to Know”, and “How I want to Learn”

Handout 1: Institutional Appraisal Form

Institutional Appraisal for Service-Learning

- ❖ In the first column, list all the colleges, schools and institutes offering degree/certificate programs in your institution.
- ❖ In the second column, list all awards, citations, commendations and strengths of the units in their respective disciplines.

Lastly, list all possible products, services and projects that each unit may contribute to a vulnerable community or sector. Access to only untreated sources (in many remote areas).

Academic Units	Strengths	Potential Contributions to Vulnerable Communities / Organizations

Handout 3: The KWH Chart

Name: _____

Unit / Institution: _____

What do I <u>K</u> now about Service-Learning?	What do I <u>W</u> ant to Know about Service-Learning?	<u>H</u> ow do I want to learn?

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Lesson Guide 1

Preliminaries

Introduction

The purpose of this session is to provide participants with the context and rationale for facilitating the service-learning workshop. It situates service-learning within higher education's mission of research, teaching and community engagement. More importantly, it challenges the academe to pursue more inclusive approaches in developing knowledge and in training leaders who will transform society.

Session Objectives

- ❖ Facilitate warm-up activities to prepare participants for collaboration and learning
- ❖ Discuss the framework of the module and how it addresses the identified needs of participants

Specific Activities

Activity 1: Opening Remarks & Context-Setting ⁴ (10 min)

Welcome the participants. Be sure to acknowledge all units and offices represented during the training. Provide a background on why the module is being conducted.

Important elements for context-setting are the following:

- ❖ Innovation for Inclusive Development or IID (UNIID-SEA, 2013)
- ❖ Higher Education Institutions' Role in IID
- ❖ Service-Learning as a Means for IID

⁴ See Handout 1 on page 5.

Provide a general overview or situation of South East Asian Higher Education using these two elements as a framework. End the discussion by proposing that service-learning is an innovative way to bridge the traditional goals of higher education with the goals of service and nation-building. Be sure to introduce all members of your module team.

Activity 2: Module Framework and Expected Outcomes ⁵ (10 min)

Present a summary of the information you have gathered from the KWH charts accomplished by the participants. Highlight trends and salient points from it. Distribute a copy of the module outline and schedule.⁶

Summary of Pre-Module Survey Responses

Participants consider SL as...

- An innovative pedagogy
- Collaborative and multi-disciplinary capacity exchange
- Experiential Learning; Service-Learning
- Community Service Learning
- Like Community Engagement
- Community Outreach
- Learning + Community Involvement + Community Empowerment

What we want to know about SL

- How do you design an SL module for a discipline (i.e. health education)?
- What is the history, definition and scope of SL?
- How is SL different from other approaches?
- How do we start SL?
- How can schools implement / institutionalize this?
- How do you monitor its impact?
- Best practices & challenges.

How do we want to learn?

- Interactive and hands-on
- Handouts!
- Experience sharing and demo
- Sample modules, reading materials and sources of literature
- Problem solving and discussions
- Workshops, group discussions
- Case Study as examples

⁵ See Handout 2 on page 6.

⁶ See Module Outline on page ____

Explain the framework, outcomes and schedule of the module. Connect the module design with the needs identified by the participants. Ask participants' feedback on the design. Solicit their suggestions as well.

Activity 3: “My School Emblem” (15 min)

To introduce each unit / institution ask delegates to show a copy of their unit's logo or emblem. Request them to briefly explain elements in their logo and how these relate to their unit's goals. In the absence of an official emblem, each group may draw an object that best represents the goals of their unit. Delegates may then briefly introduce themselves by stating their name and designation in their respective units.

Summarize the sharing by noting similarities and differences across the units. Explain to them that by sharing their unit's emblem, the group has actually shared each unit's uniqueness and contributions to the mission of higher education.

Handout 1.1: The Context for Service-Learning

1 Innovation for Inclusive Development

Explain to the participants that despite the robust economic growth experienced by South East Asian nations, development remains unequally spread between and within member countries. (OECD, 2013)

As such, there is a need to promote “Innovation or Inclusive Development”. Show UNIID-SEA’s Video : ["What is Innovation for Inclusive Development?"](#). Summarize that IID aims for social innovation that is “By All” and “For All.” (UNIID-SEA, 2013)

2 Higher Education and IID

To successfully facilitate IID, the roles of “intermediaries” like the government, private sector and the academe, is very important in achieving development that includes the vulnerable. (UNIID-SEA, 2013)

Historically, higher education institutions in ASEAN already embraced this role. Since the colonial period of most SE Asian countries, HEI’s already embraced their “social role”.

The Role(s) of Higher Education in ASEAN

1) Religious Training and/or training for clerical positions in the colonial government (Alcala, 1999)

2) For Economic growth (Bowles, 1965, pp. 87-88)

- ❖ -providing greater opportunities for individuals than what they may usually avail of
- ❖ -necessary element in production

3) Political and social purposes towards independence (Bowles, 1965, pp. 89-90)

“To them [universities] we must look for the production of men and women with the standards of public service and capacity for leadership which self-rule requires. It is the university which should offer the best means of counteracting the influence of racial differences and sectional rivalries which impede the formation of political institutions on a national basis.”

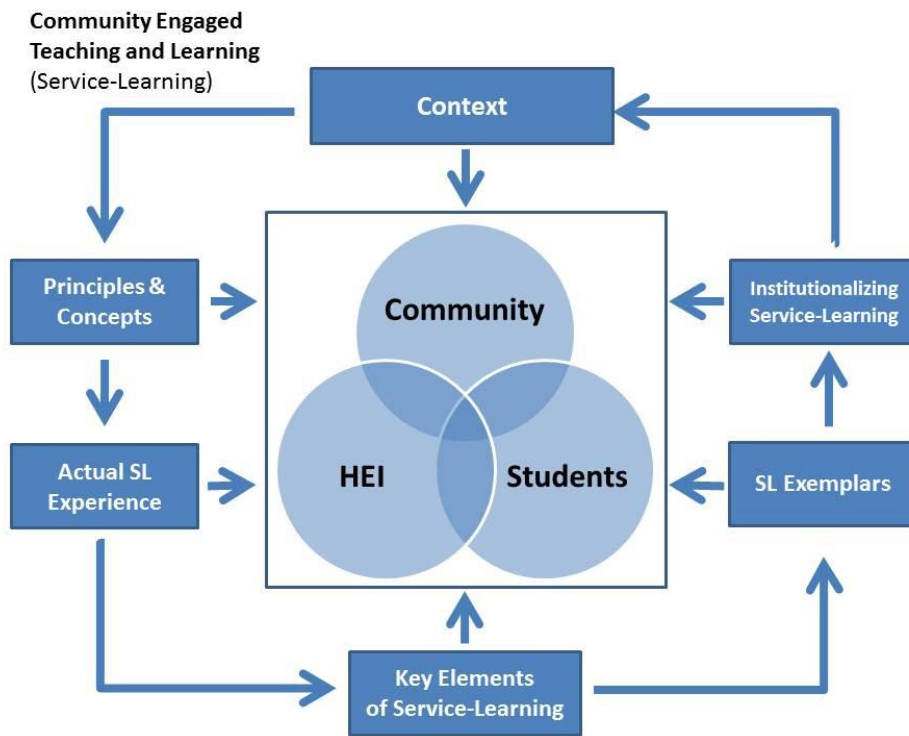
4) Preservation of culture and interaction with other cultures (Bowles, 1965, p. 90)

5) Technical Education for Industrial Dev’t (Bowles, 1965, p. 90)

3 Service-Learning as a Means for IID

Unfortunately, higher education institutions still give primary importance to endeavors that are “intellectual” in nature. Unfortunately, community engagement is still considered less “intellectual” than research or teaching. This is even heightened by the pressure of university rankings that does not include community engagement as criteria in its ranking. (Sharma, 2012) There is a need then to integrate the community and social action in the thrust of Higher Education Institutions.

Handout 1.2: Service-Learning Workshop Module Framework *(adapted from Melegrito, 2014)*



Session	Brief Description
Context	This session facilitates the matching of participants’ learning needs and module objectives. It also situates the module as a means of mobilizing Higher Education Institutions towards Innovation for Inclusive Development or IID.
Principles & Concepts	This session provides participants with basic concepts, principles and theories in community engaged teaching and learning.
Actual SL Experience	This whole day session allows participants to learn about community engaged teaching and learning by experiencing it themselves
Key Elements of SL	This session allows participants to develop their skills in achieving e three key elements of community engaged teaching and learning or service learning: <ul style="list-style-type: none"> • Enhanced Academic Learning • Meaningful Service • Purposeful Civic Learning

SL Exemplars	Representatives from institutions with successful SL practice shall be given the opportunity to share their experience.
Institutionalizing SL	Participating institutions shall be given the opportunity to plan concrete steps in integrating SL in their schools.

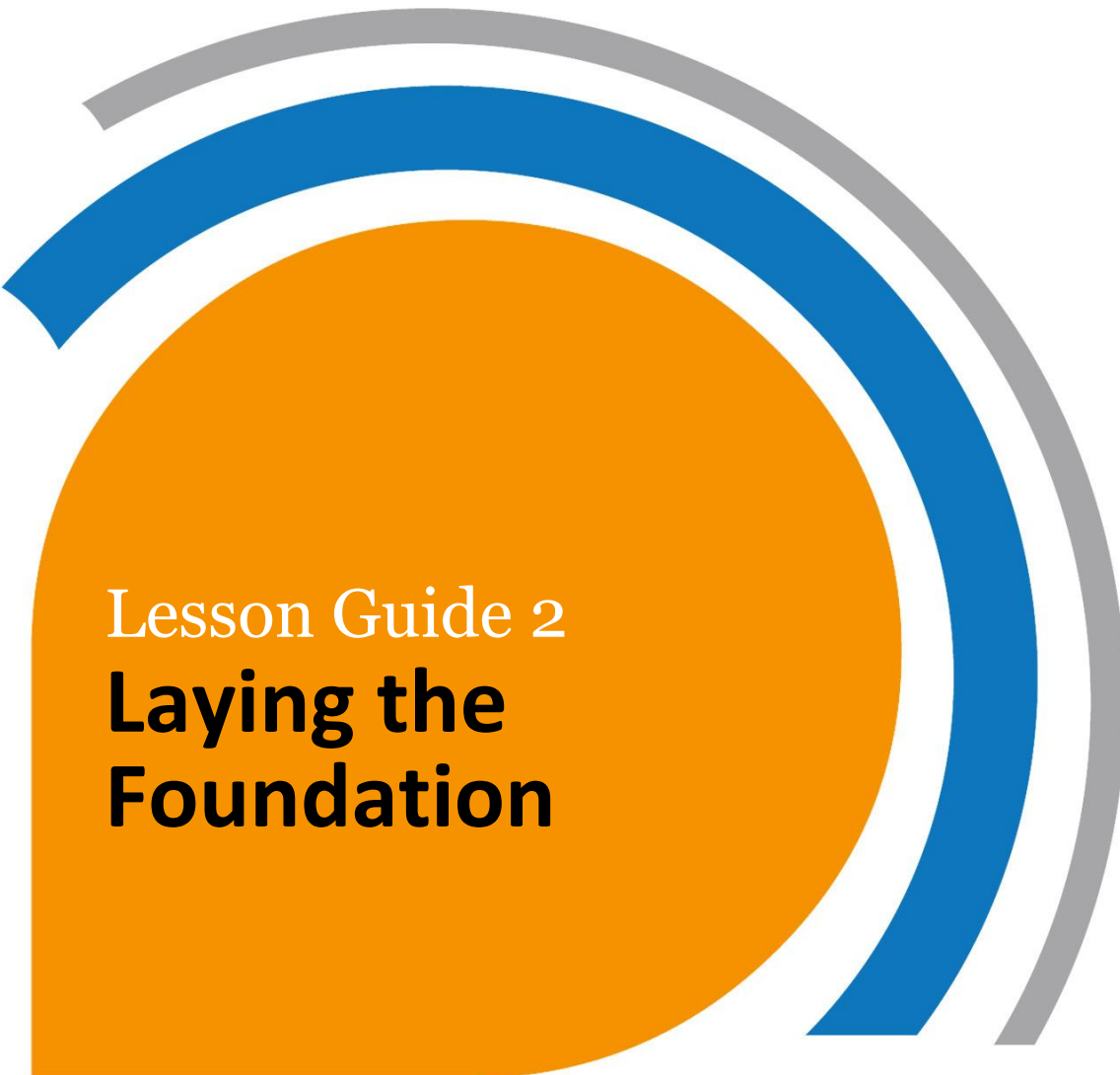
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OECD. (2013). *Southeast Asian Economic Outlook 2013: With Perspectives on China and India*. Retrieved from OECD Publishing: <http://dx.doi.org/10.1787/saeo-2013-en>

Sharma, Y. (2012, May 9). *Tussle Between University Rankings and Community Engagement*. Retrieved from University World News: <http://www.universityworldnews.com/article.php?story=20120509151417976>

UNIID-SEA. (2013, February 22). *What is Innovation for Inclusive Development (IID)?* Retrieved from UNIID-SEA: <http://uniid-sea.net/what-is-innovation-for-inclusive-development-iid/>

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Lesson Guide 2

Laying the Foundation

Introduction

This session provides participants with basic concepts, principles and theories in community engaged teaching and learning or service-learning. Service-learning will also be differentiated from other service activities like volunteerism, community service, internship and field education. Participants will be oriented as well on the service-learning project they will do the next day.

Learning Outcomes

At the end of the 6-hour session, participants can:

- ❖ Describe the philosophical and historical roots of service learning
- ❖ Distinguish service-learning from other types of service / learning activities
- ❖ Identify the most appropriate model for integrating service-learning within a course

Apply service-learning principles for a small one-time project for a vulnerable community.

Specific Activities

Activity 1: “How did service-learning start?” (90 min)

Explain to the participants that literature usually identifies two strands in the development of service-learning. The first strand deals with the theoretical roots of service learning from the ideas of John Dewey and other progressive education theorists. (Rocheleau, 2004)

The second strand deals with the historical root of service-learning in the institution of land grant institutions in the United States.

Theoretical Roots of Service-Learning (45 min)

To discuss John Dewey's principles on experiential education show the video: "Progressive Education in the 1940's". (Mitchell, 2007) Before playing the video however, ask participants to reflect on the following questions:

- ❖ What were the educational problems that Dewey and his colleagues sought to address?
- ❖ What changes did they initiate to address these problems?
- ❖ Which of these problems are still present in our time?

Play the video. Upon conclusion of the video, ask participants to choose a partner from another unit. Give them five minutes to share their insights based on the questions. Ask for 2-3 pairs who will share their reflections in plenary. After their sharing, provide your own observations on the video as well.

Synthesize the discussion by providing a summary of John Dewey's ideas on experiential education. Share key points as well on how the ideas of Freire, Kolb, and Lewin influenced service-learning. (Flecky, 2011) Summarize the discussion by distributing Handout 2.1.⁷

Explain that all of these thinkers succeeded in proposing a type of education that integrates the community with the classroom. Facilitators may give a short break to help participants ponder the educational concepts discussed in this session.

⁷ See page __

Historical Roots of Service-Learning (30 min)

To discuss the historical roots of service-learning, the facilitator may ask the participants this question: “In your opinion, which of the following best represents the purpose of higher education?” (Cohen, 1999)

- ❖ To teach ideas that are everlasting and to seek truths that are unchanging
- ❖ To transmit basic knowledge and skills to students in a systematic and disciplined way
- ❖ To help students solve problems through active experimentation, experience and reflection
- ❖ To reconstruct society and create a better world

Give participants one to two minutes to think of their answer. After two minutes, ask for two to three participants who would be willing to share their responses in plenary. After sharing their responses, ask them to watch the video: [150th Anniversary of the Morrill Act](#). This video may be downloaded from Youtube.

After playing the video, ask the participants, “Based on the video, what did the university presidents describe the purpose of higher education?” Explain to them that the video summarizes the three core functions of higher education institutions namely, Research, Teaching and Service.

(CCPH, 2013)



From the diagram, the facilitator may explain that service-learning is one strategic way of fulfilling the three functions of HEIs all at the same time.

To summarize the theoretical and historical roots of service-learning, the facilitator may distribute a copy of the “Annotated History of Service-Learning”.

(Titlebaum, Williamson, Daprano, Baer, & Brahler, 2004)

Lunch Break

Activity 2a: “First Impressions” (15 min)

Facilitator may transition to this activity by explaining that since they have already discussed the key principles and theories undergirding service-learning, it would now be appropriate to define service-learning. Remind participants however, to always keep in mind the principles and theories discussed. This will help them remember the essentials of what service-learning wants to achieve.

The facilitator will ask the participants to group according to institution/ unit. Distribute Handout 2.1 containing sample descriptions of five various higher-education classes / activities to each group. Ask each group to identify which among the five, can be considered “service-learning” class and why. Ask them to share their own definition of “service-learning” based on their answer. (5 min)

Representatives will be given two minutes each to report the group’s responses in plenary. After the sharing of each group, facilitators must suspend divulging the correct answer but must only provide clues as to which of the groups got close to getting the correct answer. (10 min)

Activity 2b: “Second Chance” (10 min)

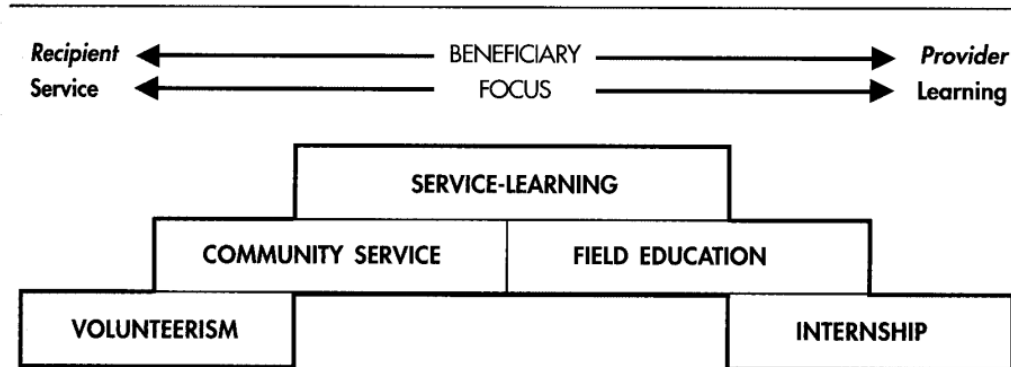
Distribute Handout 2.3. Ask each group to plot items A-E on the quadrant. Ask the groups to label each quadrant as Community Service, Volunteering, Internship or Service-Learning. Ask them to revise their definition of service-learning.

Activity 2c: Lecture on Service-Learning (20min)

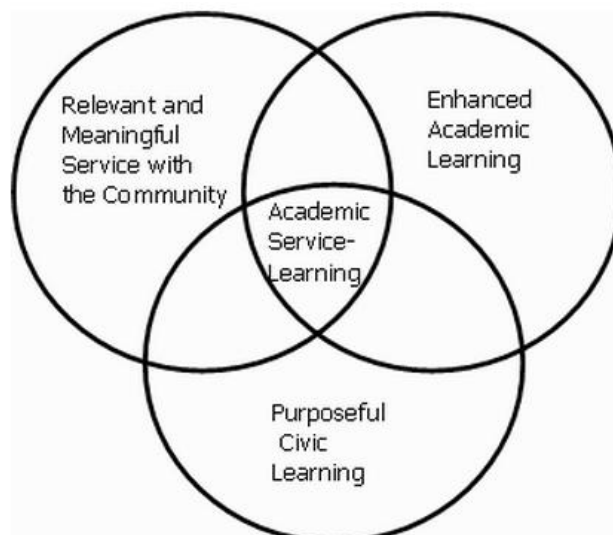
After they have shared their revised answers, facilitators may now reveal the correct answers to the exercise. Facilitators may distribute handout 2.4 to discuss service-learning definitions and its distinction from other service activities.

The figure below may also be used to summarize the difference of SL from other service-activities. (Furco, 2000, p.9)

FIGURE 2: DISTINCTIONS AMONG SERVICE PROGRAMS



The following diagram may also be shown to describe the three key elements of service-learning namely:



- ❖ **Meaningful Service with the Community** – there must be service provided in the community that is both relevant and meaningful to all stakeholders and parties.

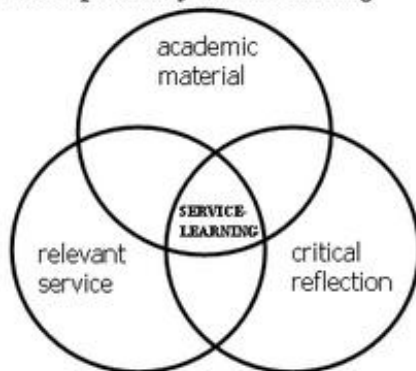
- ❖ **Enhanced Academic Learning** – the addition of relevant and meaningful service with the community must not only serve the community but also enhance student academic learning in the course.

- ❖ **Purposeful Civic Learning** - the addition of relevant and meaningful service with the community must not only serve the community and enhance student academic learning in the course, but also directly and intentionally prepare students for active civic participation in a diverse democratic society.

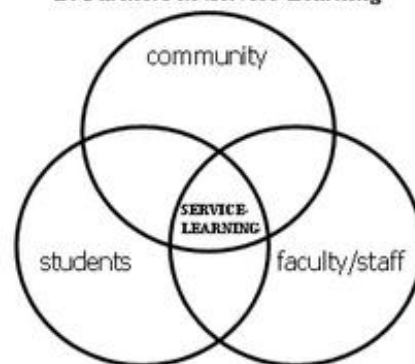
(Howard, 2001, p. 12)

Clayton, et al (modified from 2005) similarly used a set of three Venn Diagrams to define service-learning in terms of the components, learning goals, and partners that it brings together. See figures below.

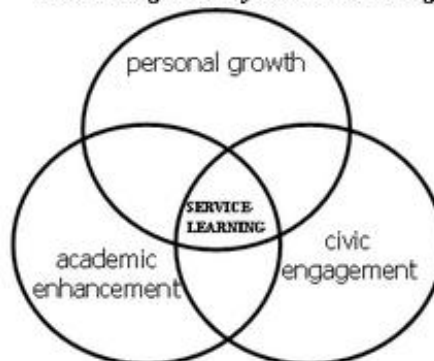
A. Components of Service-Learning



B. Partners in Service-Learning



C. Learning Goals of Service-Learning



Activity 2d: Video – “Bring Learning to Life” (10 min)

To help participants get a concrete picture of how service-learning is implemented, the video [Bring Learning to Life](#) will be showed. The video may be downloaded through YouTube.

Question and Answer (15 min)

Fifteen minutes shall be allocated to answer questions on the theories, principles and definitions of service-learning. To transition to the next activity, explain to participants that to guide them in integrating service-learning in their course, several models and types of service-learning has been done by other higher education institutions already.

Activity 3: Service-Learning Models and Types (30 minutes)

Distribute Handout 2.5 about the various types of service-learning courses. Explain each type sufficiently. Distribute the different sample syllabi for these SL types. Ask them which SL type they see as most applicable to their context.

Coffee Break (30 minutes)

Activity 4: SL Project Orientation (60 min)

Consistent with the principles of experiential learning discussed, one of the best ways to teach service-learning to HEI personnel is to allow them to experience it themselves. In this respect, a mini service-learning project must be organized for them. An orientation on the “academic” content needed for the service must be facilitated in this activity. The actual service will be conducted for an entire day after this orientation.

The possible short-term SL projects that may be implemented are as follows:

Discipline	Service Project	Academic Content Needed	Needed Partner	Materials Needed
Business and Economics	Family Financial Assessment and Counselling	Orientation on Family Finance	Marginalized Community	Orientation and Assessment Guide
Education	Reading Assessment for Out of School Children	Orientation on Reading Assessment Tools	Communities / Organizations working for public education	Reading Assessment Tool, Rubric for Assessment, Visual Aids
Engineering	Home Construction	Standards for Housing Projects for the Poor	NGOs working for housing; Government Agencies	Boots, Gloves, Protective Gear
Social Sciences / Natural Sciences	Disaster Preparedness Assessment & Orientation for a Household	Emergency Preparedness Training for the Most Common Hazard of the Partner	Communities Vulnerable to Disasters	Hazards, Vulnerability & Capacity Assessment Tool Emergency Bag Hand-outs Visual Aids
Humanities	Cleaning / Reconstruction of a Place of Worship or Historically Significant Structure	Orientation on the History and Significance of the Structure	Religious Organizations / Indigenous People Groups / Local Government Agencies	Cleaning / Reconstruction Materials Safety Gear

Preparation for the Mini Service-Learning Project

Since not all participants may have had previous experiences with poor or vulnerable communities, it would be best to orient them as well on the proper attitude as they prepare to engage the community.

Keys to have a successful service-learning experience (adapted from Obre, 2007)

- ❖ **Key Attitude: OPENESS** - no titles no positions; suspend our own judgement. This simply means looking at the situation and doing the service from the perspective of the people we are being with.
- ❖ **Key Principle: INTER-RELATEDNESS**— we are connected to one another; the challenge is to discover the areas of connection and of complementation
- ❖ **Key Skill: AWARENESS**— use of our 5 senses; using both the heart and the mind.

The following reminders would be very helpful as well:

- ❖ **Be friendly.** Try to interact with the community. For traditional communities, it may be best however to be formal with persons of the opposite sex. Remember to be sincere and respectful especially with the elders. Try to feel the situation they are in. Be sensitive to their feelings.
- ❖ **Avoid openly expressing disgust** over any inconveniences you encounter.
- ❖ **Avoid making commitments.** Since you will only be staying a short while in the community, it would be best to just listen to what the community says about their needs. Communicate these appropriately to the organizers of the module for proper handling.

Handout 2.1: Theoretical Basis for Service-Learning (Flecky, 2011)

Proponent / Theory	Key Ideas	Contribution towards SL
<p>John Dewey <i>(Progressive Education)</i></p>	<p><i>“Education is a development within, by, and for experience.” (Dewey, 1938, Chap. 4)</i></p> <p><i>“...education in order to accomplish its ends both for the individual learner and for society must be based upon experience--which is always the actual life-experience of some individual.” (Dewey, Experience and Education, 1938, p. 39)</i></p> <p><i>“A society which makes provision for participation in its good of all its members on equal terms and which secures flexible readjustment of its institutions through interaction of the different forms of associated life is in so far democratic. Such a society must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing disorder.” (Dewey, Democracy and Education - EBook - Chap. 7, 2008)</i></p>	<ul style="list-style-type: none"> • Initiated the shift from traditional to experiential mode of learning. • Espoused democratic education for social change and democracy.
<p>David Kolb <i>(Experiential Learning Theory)</i></p>	<p><i>“Experiential learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p. 41)</i></p> <p><i>“Experiential learning cycle starts with <u>Concrete Experiences</u> which serve as the basis for <u>Observations and Reflections</u>. These reflections are assimilated and distilled into <u>Abstract Concepts</u> from which new implications for action can be drawn. These implications can be <u>Actively Tested</u> and serve as guides in creating new experiences.”</i></p> <p><i>(Kolb, Boyatzis, & Mainemelis, Experiential Learning Theory: Previous Research and New Directions, 1999, p. 3)</i></p>	<ul style="list-style-type: none"> ❖ Used as basis for integrating reflection on the service done during SL
<p>Kurt Lewin <i>(Action</i></p>	<p><i>“Immediate concrete experience is the basis for observation and reflection. Observations are assimilated into a ‘theory’ from which new implications for action can be deduced.</i></p>	<ul style="list-style-type: none"> ❖ Provided a systematic method for participatory

<p>Research)</p>	<p><i>These implications or hypotheses then serve as guides in acting to create new experiences.” (Kolb, Experiential Learning: Experience as the source of learning and development, 1984, p. 21)</i></p> <p><i>“Action research was the means for systematic enquiry for all participants in the quest for greater effectiveness through democratic participation...He wanted minority groups to overcome the forces of 'exploitation' and colonisation that had been prominent in their modern histories.” (Adelman, 1993, pp. 7-8)</i></p>	<p>learning and action.</p>
<p>Paulo Freire (Pedagogy of the Oppressed)</p>	<p><i>“The pedagogy of the oppressed...is a pedagogy which must be forged with, not for, the oppressed (whether individuals or peoples) in the incessant struggle to regain their humanity. This pedagogy makes oppression and its causes objects of reflection by the oppressed, and from that reflection will come their necessary engagement in the struggle for their liberation. And in the struggle this pedagogy will be made and remade.” (Freire, 1970, p. 48)</i></p>	<p>❖ Points out the necessity of a critical pedagogy for the liberation of the oppressed</p>

Handout 2.2: Differentiating Service-Learning

(adapted from Shasta College, 2013)

I) Which of the following constitute/s service-learning? Explain why.

A. To check her students' understanding of economic development theories Zia requires her economic development students to conduct a socioeconomic survey for a poor community. The final survey report and a reflective essay on the experience will form part of the students' final grade.

B. As part of university graduation requirements, Anwar is spending one week of his summer break at a remote village. He is there to learn about the life of rural fisher folk. He will also help renovate houses and tutor young children as well.

C. In response to the devastation caused by typhoon "Haiyan", Prof. De Leon allowed interested students in her engineering class to use class period to assist in the sorting and repackaging of relief goods for distribution.

D. Andy, a biomedical sciences professor, is currently meeting with the leaders of his urban poor community partner to enhance the design of the public health course they implemented the previous semester. For the next semester, they have agreed to invite local health officials for service project reporting and reflection sharing.

E. Graduating students of a nutrition and dietetics course are spending 20 weeks of on the job training at the newly opened hospital-hotel assisting dieticians in ensuring nutritious and appropriate meals for their patients.

II) Our Definition of Service-Learning

In our opinion, service-learning happens when...	
Initial Answer	Revised Answer

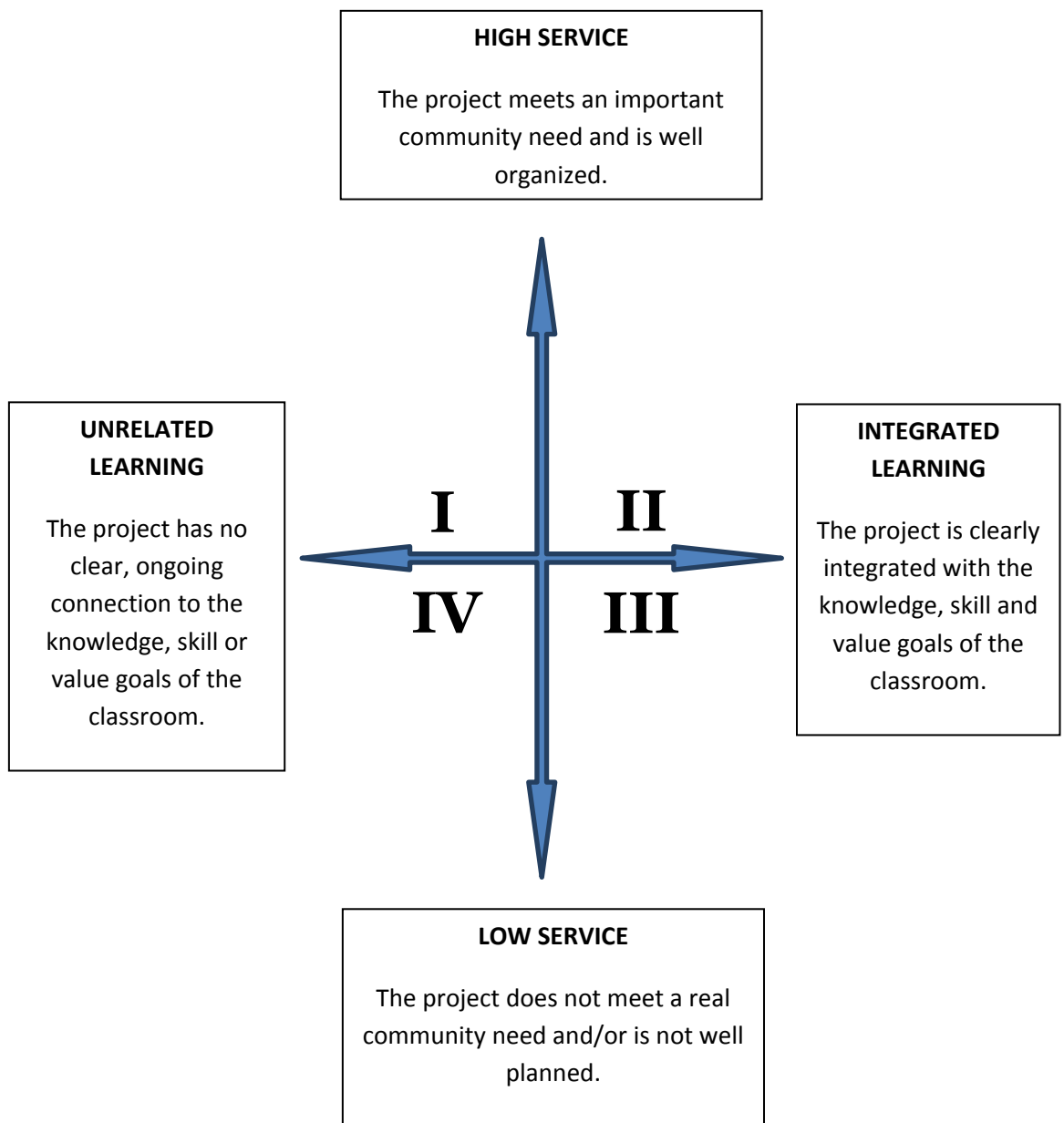
Handout 2.3: The Service and Learning Quadrant

(adapted from Shasta College, 2013)

I) Plot descriptions A-E in the quadrant below.

II) Label each quadrant.

(Community Service, Volunteering, Internship, Service-Learning)



Handout 2.4: Differentiating Service-Learning from Other Service Activities

Service Activity	Definition	Example
Volunteerism / Volunteering	<p>“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 service recipient.” (Furco, 1996)</p> <p>“Volunteering is when one helps an NGO or provides direct service to someone in need. The focus is on the recipients of that service and not on the provider of that service.” (Bingle, Innovative Practices in Community-based Engagement and Curricular Development, 2012)</p>	In response to the devastation caused by typhoon “Haiyan”, Prof. De Leon allowed interested students in her engineering class to use class period to assist in the sorting and repackaging of relief goods for distribution.
Community Service / Community Outreach	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. (Furco, 1996)	As part of the requirement before graduating from the university, Anwar is spending one week of his summer break at a remote village. He is there to learn about the life of rural fisher folk. He will also help renovate houses and tutor young children as well.
Internships	Internships programs 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. (Furco, 1996)	Graduating students of a nutrition and dietetics course are spending 20 weeks of on the job training at the newly opened Hospital-Hotel assisting hospital dieticians in ensuring nutritious and appropriate meals for their patients.
Field Education	Field Education programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. (Furco, 1996)	Social Workers working with incarcerated fathers and their children to promote communication and family fun.
Community	“Community (civic) engagement is the	A higher education institution

<p>Engagement</p>	<p>active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner consistent with the campus mission.” (IUPUI, 2005)</p> <p>“Community Engagement describes the collaboration between institutions of higher education and their larger communities for mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”</p> <p>(Carnegie Foundation for the Advancement of Teaching, 2006)</p>	<p>establishes long-term partnerships with a marginalized community. The university commits its resources and expertise in helping the community achieve its Millennium Development Goals. The community shares its local knowledge and resources to train and provide grounded experience to faculty and students.</p>
<p>Service-Learning</p>	<p>“Service learning is defined as 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 civic responsibility"</p> <p>(Bringle & Hatcher, 1995, p. 112)</p>	<p>To check her students’ understanding of economic development theories Zia requires her economic development students to conduct a socioeconomic survey for a poor community. The final survey report and a reflective essay on the experience will form part of the students’ final grade.</p>
	<p>Service Learning that “does with” not “does for” the community.</p> <p>(Ward & Wolf-Wendel, 2000)</p> <p>“Critical Service Learning” to describe academic service-learning experiences with a social justice orientation.” Rosenberger (as cited in Mitchell, 2008)</p>	<p>Andy, a biomedical sciences professor, is currently meeting with the leaders of his urban poor community partner to enhance the design of the public health course they implemented the previous semester. For the next semester, they have agreed to invite local health officials for service project reporting and reflection sharing.</p>

Handout 2.5: Types and Models of Service-Learning

Types of Service-Learning

Types of Academic Service-Learning

<p>Pure Service-Learning Courses that send students into the community to serve; not discipline specific; have at their intellectual core ideas about service, community, engaged citizens, etc.</p>	<p>Discipline specific Students use course content as a basis for understanding and analyzing their service experiences</p>
<p>Problem-based Students engage with the community in a role similar to that of “consultant” with the community as “client”; students work with the community to study and understand a given problem and formulate a response or solution; this model presumes that students have knowledge that is appropriate to the problem</p>	<p>Capstone Project A project designed for majors and minors in a given discipline; service acts as a point of focus for synthesizing and applying their knowledge; may also incorporate the study of a topic</p>
<p>Service Internships More lengthy and intense than traditional service-learning; regular and on-going reflection; application of discipline based knowledge and theory; principles of service-learning are followed such as reciprocity, partnership, etc.</p>	<p>Undergraduate Community-Based Action Research Students work with the community to design and implement research to answer a given question; students work in teams or independently; assumes some degree student expertise and independence</p>

Adapted from Heffernan, K. (Ed.). (2001). *Fundamentals of service-learning course construction*. Providence: Campus Compact.

A SERVICE AND LEARNING TYPOLOGY	
Service-LEARNING	Learning goals primary; service outcomes secondary
SERVICE-learning	Service outcomes primary; learning goals secondary
service learning	Service and learning goals completely separate
SERVICE-LEARNING	Service and learning goals of equal weight and each enhances the other for all participants

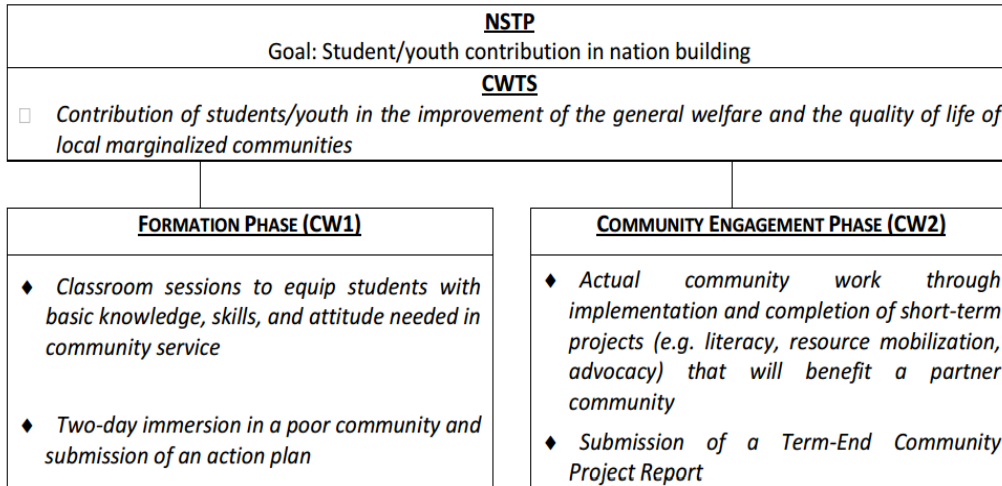
Sigmon, Robert L (1994). *Linking service with learning in liberal arts education*. Washington, DC: Council of Independent Colleges.

Handout 2.5a: Types and Models of Service-Learning

National Service Training Program - Civic Welfare Training Service (NSTP-CWTS)

WELCOME TO NSTP-CWTS! The **Formation Phase (CW1)** is the first stage of the CWTS component of the NSTP. Under CW1, the capabilities of students to provide services to marginalized and deprived communities are enhanced through classroom sessions and immersion activities.

Overview of the NSTP-CWTS



Course Duration and Schedule

Session/Activity	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11
Dates	Sept 14	Sept 21	Sept 28	Oct 5	Oct 12	Oct 19	Oct 26	Nov 9	Nov 16	Nov 23	Dec 7
	Sat	Sat	Sat	Sat	Sat	Sat	Sat	Sat	Sat	Sat	Sat
DLSU CWTS Course Orientation and the Lasallian Reflection Framework (LRF)	*										
Authentic Christian Humanism (ACH)		*									
Introduction to Community Immersion			*								
Community Immersion				AM Class							
					PM Class						
Deepening of Immersion Experience						*					
Lasallian Social Orientation							*				
Community Engagement as a Process for Change and Project Planning								*			
Validation with the Partner Organization/Community									AM Class		
										PM Class	
Wrap-up Session											*

Supervising Unit/Office

Center for Social Concern and Action (COSCA)

SPS Building, 2nd floor (Bro. Connon Hall); Telephone Numbers: 524.4611 local 147/417, 523.4143

Consultation Schedule: Tuesdays, Wednesdays and Thursdays (9:00am-12:00nn and 1:30-4:30 pm)

Important Reminders

1. You are required to **submit two index cards (3"x5"/ the smallest size)** with 1x1 ID picture pasted at the upper right corner. **The following information shall be indicated:** name; nickname; ID number; section; course; contact telephone numbers; email address; allergies (i.e. food, medicines); medications currently being taken (include short description of relevant medical history i.e. high blood, asthma during childhood).
2. The **Letter of Permission (LP)** signed by your parents is **submitted to your facilitator on September 21, 2013**. You cannot join the community immersions and will be marked absent (equivalent to 2 absences) should you fail to submit your LP.
3. **Jeepneys shall be the mode of transportation** during community immersions, and shall be provided by COSCA. An Area Coordinator based in the community will work with your Facilitator in ensuring that the objectives of the immersion are met.
4. Everyone proceeds to the community as a class. **Be on time**. No student may go to the area on his/her own (i.e. in case of tardiness). Pick-up and drop off of students along the way are also not allowed. Make sure you attend the orientation and completely understand the immersion handout.
5. Additional requirements and/or policies may apply as agreed upon by the Facilitator and the class during the course orientation.

DLSU-COSCA and its partner facilitators and organizations have devoted immense time and effort to make this program meaningful for each student. Let us work together so that this journey will be a memorable experience for you. Feel free to visit our office or follow us on Twitter @DLSU CWTS and like us on Facebook DLSU CWTS.

Handout 2.5b: Discipline-Based Service Learning

Investigative Journalism

School: Medill School of Journalism

Professor: David Protes

(Protes, 2001)

Required Texts

David Protes and Rob Warden. *A Promise of Justice*. New York: Hyperion, 1998. Barry Scheck, Peter Neufeld and Jim Dwyer. *Actual Innocence*. New York: Doubleday, 2000.

Overview

This course will explore the watchdog role of journalists in American society. The tradition of investigative reporters who expose wrongdoing and sometimes crusade for change has a long and proud history that stands alongside more conventional journalistic practices. We will examine that tradition by learning the reporting techniques that allow both print and broadcast stories to be told and by understanding the societal factors that shape their content and impact.

Our focus will be on stories about wrongly held convictions – that is, exposes of miscarriages of justice. We will examine the root causes of wrongful convictions, assess the scope of the problem and discuss ways to determine the presence of injustice. Further, we will use advanced reporting methods – public records, database searches, interviewing and other techniques – to investigate evidence of real-world miscarriages of justice. The primary goal of the fieldwork component is educational: to learn investigative journalism by practicing it. Additional goals include experiencing the quest for truth, and, where the truth is that an injustice has occurred, finding paths to right that wrong.

In sum, the course will immerse students in the theory and practice of watchdog journalism as applied to the criminal justice system.

The course will combine class sessions with extensive field experience. The class sessions will include lectures and discussions of the journalistic, legal and societal underpinnings of the subject. The experiential learning will involve investigative reporting, by teams of students, of four criminal cases. The Classes and fieldwork will be augmented by audiovisual presentations of

investigative stories and guest speakers who have first-hand knowledge of the subject, including journalists, attorneys and former prisoners who were convicted of crimes they did not commit. At least one event will be sponsored by Northwestern's Center on Wrongful Convictions, a new Medill-Law School project. (The instructor will describe the relationship between the Center and this course on the first day of class.)

The class sessions will be held on Mondays from 3 to 6 p.m., but occasional weekends or evenings will be necessary to do team reporting or accommodate guest speakers. Whenever possible, team meetings will be held during regular class hours, either in Fisk 207 or B 18.

Evaluation

- 1. Team reporting project.** Students will work in teams doing investigative reporting of cases that must have had unjust results. The specific cases will be discussed the first two weeks of class and, no later than April 10, students will choose the case they will investigate. Each team ultimately will prepare a memorandum of investigative findings accompanied by interview notes and any documents obtained during reporting. These written materials will be turned-in on June 5 and presented to the instructor and the rest of the class. Students will receive both an individual and group grade (weighted equally) that together will be 75 percent of the grade for the course. Note: The instructor will provide verbal evaluations of individual and group performance as the quarter progresses.
- 2. Attendance and participation.** Class attendance and participation is essential. In addition, students are expected to be actively involved and helpful to other students in the team reporting project. As much as *one-third* of a letter grade may be added to or subtracted from the final grade based on performance in class and team activities.
- 3. Historical profile. (Optional for continuing students).** Each student will profile a person who was wrongly convicted of a famous crime in American history. The profile should describe the case and analyze the variety of factors that contributed to the miscarriage of justice. Particular attention should be paid to the role of the media in covering the case and, where applicable, exposing the injustice. Length guideline: 1,500 – 2,000 words. Due date: April 17. 25 percent of the final grade. Profile subjects will be distributed on the first day of class.

Handout 2.5c: Capstone Service-Learning Course

“Making Connections”: A Service Learning Liberal Arts Capstone Course

(Weinberg, 1998)

School: Goucher College

Professor: Carol Weinberg

This multidisciplinary capstone course is designed to be a culminating experience for a liberal arts education. Students from a range of majors will work, in groups, on a community service project. They will explore connections among their various disciplines and between their liberal arts college experience and issues in the off-campus community. The large field work component will be carried out as part of Goucher's partnership with the HARBEL Community Organization in northeast Baltimore City. Focus of the project for spring '98 will involve developing proposals for the possible rehabilitation of the historic Arcade Theatre in Hamilton so that it might best serve the needs of the community.

Course Objectives:

1. To help seniors put their own majors in a larger context by exploring interrelationships among their courses, between their own major and other majors, and between their liberal arts college experience and issues in the off-campus community.
2. To work cooperatively within an interdisciplinary team and appreciate the contributions of different liberal arts academic disciplines in addressing social and civic issues.
3. To carry out extensive field research in, and with, the community.
4. To develop, as a team, a feasibility study for one possible use of the Arcade Theatre.
5. To present, discuss, and defend the process and results of that study to groups in the community and on campus at Goucher.
6. To recognize the similarities and differences among different communities and the strategies necessary for making successful transitions between them.

Course Requirements, Assignments, And Grading

10% participation/contribution

20% on-going journal

35% final group project and presentations

35% individual portfolios

Participation/Contribution

Interaction, collaboration, and shared expertise are an essential part of this course and apply both to in-class time and to time spent working on the group project in the community.

Participation/contribution will be evaluated by:

- ❖ self evaluation and justification
- ❖ evaluation by rest of team/class
- ❖ evaluation by Carol

On-Going Journal

Each student will keep a journal. Entries will be made weekly and journals will be turned in every Thursday (in class or at my office on the Thursdays when you're out in the field). Carol will read the journals every week and respond to them. You may pick them up on Mondays at her office. Weekly entries/reflections will not be graded, but feedback should provide students with an indication of how they are doing. Students may be referred to other faculty members or additional resources/consultants on or off campus, when appropriate.

Your first entry should consist of your setting, and explaining, your own personal goals for this experience, and discussing how your personal goals relate to the goals of the course.

Please see the handout of guidelines for journal writing for more detail .

Group Projects and Presentations

The instructors will divide the class into groups of approximately 5. Each group will conduct the necessary field research to develop a feasibility study for the possible rehabilitation of the historic Arcade Theatre in Hamilton so that it might best serve the needs of the community.

Results will be presented both to the appropriate community groups and here at Goucher.

Projects and presentations will be evaluated by:

- ❖ self evaluation of team
- ❖ evaluation by rest of class
- ❖ evaluation by audience at presentations
- ❖ evaluation by instructors (feasibility studies themselves to be evaluated by Debra Sherwin)

Handout 2.5d: Service-Internships

A Multi System Approach to the Health of the Community: The Practicum

(Krothe, 2004)

Professor: Joyce Krothe

Credit hours: 2

Placement in curriculum: seventh semester (first semester, senior year)

Prerequisites: successful completion of first six semesters' courses.

Co requisites: S470: Restorative Health Related to Multi System Failures; S471: Restorative Health Related to Multi System

Faculty: Joyce Splann Krothe, DNS, RN Associate Professor, Department of Environments for Health

Description

Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community centered care to groups or aggregates. Professional nursing will be practiced within diverse groups in communities.

Course competencies

Upon the successful completion of the course, the student will be able to:

- 1) Assist individuals, families, and communities in meeting identified health needs and maximizing health potential.
- 2) Demonstrate the ability to individualize nursing and medical regimes in consultation with members of the health care team, the individual and family.
- 3) Make practice decisions based on an analysis of costs associated with achieving quality care outcomes with minimal direction from instructor.
- 4) Develop, deliver, and evaluate teaching strategies that promote learning to increase health promotion and illness prevention by individuals, families, and communities.
- 5) Arrive at decisions after critically analyzing assumptions that were made related to the problem and information that was processed in reaching decisions related to professional practice situations in the community.
- 6) Facilitate access to community resources with increasing self direction.

- 7) Integrate cultural beliefs, values, and practices of individuals, families, and communities in providing culturally relevant nursing therapeutics with increasing self direction.
- 8) Promote development of needed health care resources for individuals, families, and targeted communities through appropriate actions.
- 9) Advocate of individuals, families and communities by informing them of their legal and ethical rights with increasing self direction.
- 10) Synthesize communication techniques to promote positive outcomes in the community.
- 11) Collaborate in delivering health care with multiple health team members in a variety of structured and semi structured settings.
- 12) Provide safe, effective, nurturing care that promotes the health of individuals, families and the communities.
- 13) Role model professional nursing behaviors as a positive public image.
- 14) Evaluate intervention employed to reduce real or potential risk for targeted individuals, their families, and community groups.
- 15) Determine the degree to which outcomes of health care have been met for individuals, families, and communities.
- 16) Articulate the profession of nursing and nursing's contribution to the public's health and well being to others.

Brown County Health Support Clinic

The following expectations relate to student clinical experience at the Brown County Health Support Clinic:

- ❖ **Attend meetings of the Community Advisory Board** that are scheduled during the semester. Reflect on the role of clients on the board; the dynamics of delivering culturally competent care in a rural community; and the utilization of the Community Development Model.
- ❖ **Participate in any outreach activities sponsored by the clinic** during your rotation. Examples include, kindergarten round up,, the Brown County Fair; and the spring Health and Wellness Fair held in collaboration with the Brown County Community School System and the Brown County Health Dept.
- ❖ **Attend bi-weekly seminars** led by clinical faculty in collaboration with Brown County Health Support Clinic staff, clients, and members of the Community Advisory Board.
- ❖ **Submit a weekly journal reflecting on your clinical experience.** Focus on the nurse managed model of care. Compare this to other health care settings where you have had

clinical experience. Reflect on the factors in society which affect access to health care in this community, the state and the nation. Consider the relationship of health to social justice,, and the role of community health nursing in the health policy arena. Include reflections from your attendance at Community Advisory Board meetings and clinical seminar.

- ❖ **Schedule a final evaluation meeting** with the clinical faculty and the community health nurse at the clinic.

Handout 2.5e: Community-Based Action Research

Lehigh CORPS Regional Economic Development Practicum (Watkins, 2001)

School: Lehigh University

Professor: Todd A. Watkins

This Lehigh Community Research and Policy Service course will involve teams of students in community-oriented research projects. The twin purposes of the program are: 1) to provide real-world, team oriented learning experiences to Lehigh students and 2) to provide a resource for local governments and community organizations that would allow them to draw upon the expertise of our students as consultants in analyzing problems and formulating policy.

The students will participate in the design and execution of a specific research project identified by a Lehigh Valley development agency. A description of this year's projects is attached. The results of this research project will be communicated both orally and in a written report to the agency. Your grade in this course will, be determined in consultation with the agency and will be based upon your written report, your presentations in class and to the agency and your team's research notebook. The research notebook will include copies of briefings, a weekly work record, an annotated bibliography of books, articles and other material used in your project and a copy of the presentation prepared for the sponsoring agency. This research notebook will also be presented to the agency. An outline for the final report is also attached. At term's end we will also ask each of you for a peer evaluation of other teammates, using the form attached here.

Research Projects Identified by Development Agencies

1. Fresh Food Market Impact Project

Community Action Development Corporation of Bethlehem – Esther Guzman

This agency is interested in research to support an initiative to establish a fresh food market on the South Side of Bethlehem. One key element is a survey of consumer eating and shopping habits to help determine the need for new fresh food outlets. This survey would address the degree of shopping inconvenience currently facing South Side residents. A second element would be an assessment of the economic impact of a fresh food market on the community.

2. Profile of Tourists and Potential Tourists to the Lehigh Valley

Lehigh Valley Convention & Visitors Bureau – Mary Ann Bungerz

This project would develop and analyze the results of a mail survey of people who have received tourist information from the bureau. The survey would be designed to address questions related to: 1. The perceptions of the Lehigh Valley as a tourist destination; 2. The effectiveness of the bureaus promotional literature; 3. The development of demographic profiles of those who actually visit the area and those who requested information but didn't visit the area, and 4. The assembly of a data base on the spending levels and patterns of visitors. The starting point is an existing survey instrument developed by Muhlenberg College students.

3. The Impact of Tax-Exempt Properties on Lehigh Valley Cities

Lehigh Valley Partnership Strategic Planning Committee – Ed Yarrish

This project will collect data on the total assessed value and foregone tax revenue of properties that are exempt from property taxes in Allentown, Bethlehem and Easton. The data necessary for this project is available at the county administration centers in Allentown and Easton. The final report would be centered around a series of spread sheets that provide the information needed by the Strategic Planning Committee.

4. Transportation Barriers to Successful Welfare to Work Transitions

Council of Hispanic Organizations – Lupe Pierce

The Council is preparing a proposal for a transportation grant to improve the public transportation options open to inner-city residents. They would like research to document the extent to which women living in the inner city of Allentown are limited in their search for employment by the current configuration of bus routes. The study team would meet with LANTA planners to identify ways in which routes could be changed or new services developed to enhance the possibility of successful transitions from welfare to work.

5. A Structured Approach to Philanthropy

Lehigh Valley Community Foundation – Jan Surotchak

The study team would use existing methodology to survey and interview donors and potential donors to the Foundation. The purpose of this research is to assist the foundation in analyzing giving patterns and identifying potential donors by developing a database on the level of donations, the timing of donations and the motivation for donations by philanthropists.

Handout 2.5f: Problem-based Service-Learning

Civil Engineering, Traffic Flow Theory

(Martin, 2001)

School: University of Utah

Professor: Dr. Peter Martin

- 1) Students in the class provide a needed service: The Millcreek Lion's Club and the County of Salt Lake have approached me requesting that I work with them to address traffic control problems in the Millcreek neighborhood. Traffic routed improperly has become a safety issue and has greatly contributed to the deterioration in the neighborhood especially for seniors and children. Too much traffic on neighborhood streets has cut off access by foot and isolated parts of the neighborhood from what used to be a more cohesive unit.
- 2) The service experience relates to the subject matter of the course: In traffic engineering, you teach students that you need to inhibit speed and flow of traffic in residential areas. The opportunity to apply these concepts will teach students how to go about getting into the community, how to work with residents, community organizations and governmental entities. There aren't classes in engineering that teach students how one goes about talking to people in a community about their needs. But engineering graduates need to be more than just fine technicians. They need to understand that their design solutions will influence human beings and affect the character of a neighborhood and this is part of what the service in this class will do.
- 3) Activities in the class provide a method or methods for students to think about what they learned through the service experience and how these learning related to the subject of the class: Preliminary classroom designs will be compared with those developed after contact with the community. Students will be required to write about how their designs have been influenced by community concerns.
- 4) The course offers a method to assess the learning derived from the service. Credit is given for the learning, and its relations to the course, not for the service alone: Students will assess the learning derived through peer group evaluation of projects and presentations. These presentations will be given in a community forum and critiqued by other students in the class, the County Engineer and the community.
- 5) Service interactions in the community recognize the needs of service recipients, and

offer an opportunity for recipients to be involved in the evaluation of the service: The community first came to me, presenting the needs. Students will work continuously with the residents to understand the problems, then to design traffic solutions. Finally, students will present their findings and solutions to the Community and the County in public meetings and will get feedback from both as to how to improve their projects.

- 6) The service activities are aimed at the development of the civic education of students: Civic education will be enhanced through the exposure of the students to the complex interaction between small local groups and local governments. Community residents have expressed dissatisfaction with the County Engineer's Office and the County has expressed frustration that it does not have the resources to deal with traffic problems at the neighborhood level. Students in this course will serve as a liaison, helping both the neighborhood and the County to understand and solve these traffic problems.

Course Objectives

Transportation studies encompasses a wide variety of disciplines. The Traffic Engineering course has been designed to provide you with an insight into traffic control and management techniques. The syllabus states: Application of traffic control devices and management techniques for improving traffic flow and safety.

The learning should equip you to:

- ❖ Have a basic understanding of the principles of traffic flow theory
- ❖ Acquire a critical view of traffic design guides and manuals.
- ❖ Develop your own independent analyses of simple traffic problems.
- ❖ Acquire an understanding of the way traffic engineering relates to community issues

Community Project Brief

The good people of East Evergreen Avenue, Millcreek have a traffic problem. A posted speed limit of 25 mph seems to be consistently ignored by drivers making speedy short-cuts. The Salt Lake County Engineers Department measured speeds along the road using pneumatic tube detectors. Their data is attached. Analyze the data and write a technical report, which shall be submitted to the Millcreek- Lions Club. You must address the following general issues:

Is the speed limit being broken?

Has there been a change in speed and volume since the 1986 survey'?

Your analysis should take the form of:

Graphical representation of the data – plotted distributions, cumulative frequency plots

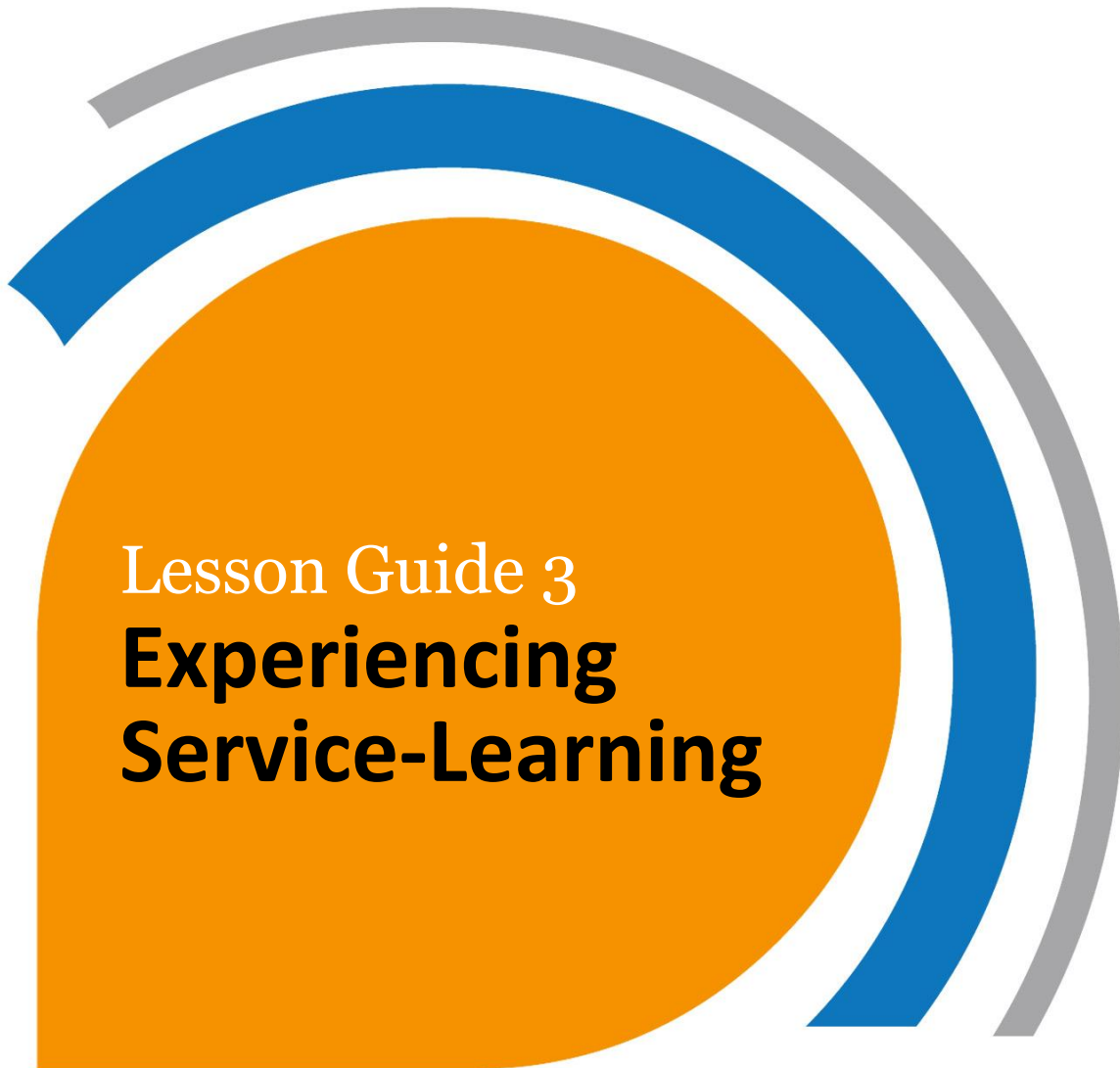
(Time Mean Speeds, Space Mean Speeds, Modal Speeds, Median Speeds, Standard Deviations, Comment on the nature of the speed distributions)

Assess the adequacy of the 3 sample sizes assuming a confidence level of 95% and bound on error of +/-1 mph

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Lesson Guide 3
**Experiencing
Service-Learning**



Introduction

This session provides participants with actual service-learning project experience. They will now be given the opportunity to implement the mini-SL project they discussed during the previous day. Group and individual reflection activities shall be facilitated to check the connection between what was learned and the service conducted.

Learning Outcomes

At the end of the whole day service-learning experience, participants have:

- ❖ Successfully completed the planned service for the partner according to the knowledge / skills imparted during the previous day's orientation.
- ❖ Shared insights with community leaders using the three lenses model for reflection. (Cooper, 2014)
- ❖ Completed a short reflection journal on the service-learning experience.

Specific Activities

Travel to Service-Learning Area (60-90 min)

As much as possible, modest means of transportation should be used by the participants. If possible, hired vehicles should be those that are commonly used by ordinary citizens. Personnel trained in providing first aid must be assigned to the group. First aid kits must be available as well in case of emergency.

On-Site Orientation (45 min)

Aside from the orientation done at the training venue, a brief welcome and orientation must be done at the area with the community leaders as well. As courtesy, key

community leaders must be given an opportunity to speak and welcome the participants. A brief warm-up introduction activity must be facilitated as well.

The objectives and schedule of the activity must be clearly explained to the community leaders before the actual start of the actual service-learning project.

Actual Service-Learning Project (240 min)

Regardless of the SL project chosen, participants should complete the service needed in groups or at least in pairs. This would ensure peer support among them. Should participants be deployed in households, these households should be clearly identified and must be supervised by the partner.

Upon completion of the scheduled service, a community meal shall commence. The community meal shall be an opportunity for the participants to mingle and bond with their host family / community.

Group Reflection (60 min)

The group reflection shall be facilitated using the three lenses model. In the three lenses model, participants and community leaders to share their reflections using a mirror, microscope and binoculars.

(Cooper, 2014)

Lens	For Participants	For Community Leaders & Organizers
Mirror	What did you learn about yourself by participating in this service-learning activity?	
Microscope	What did you learn about the community? How can we improve the SL program to maximize participant learning?	What did you learn about the participants? How can we improve the SL program ensure meaningful service and collaboration with the community?
Binoculars	How does our community experience today relate with the situation in our own community, country or ASEAN in general?	

To make sure that the reflection activity remains within the allotted time, remind participants to be brief but sincere in their sharing. Remind everyone, especially community leaders, that their feedback would enrich everyone and would be very helpful in organizing future SL activities.

Synthesize the sharing and be sure to thank community leaders and other personnel who helped organize the activity.

Travel back to Venue(60 min)


Upon arrival at the venue, remind participants to write a one-page reflection paper on the service-learning experience. Provide participant with the following guide questions: (Hatcher, 1996)

- ❖ Describe a significant event that occurred as a part of the service-learning experience.
- ❖ Why was this significant to you?
- ❖ What underlying issues (societal, interpersonal) surfaced as a result of this experience?
- ❖ How will this incident influence your future behavior?

Provide a printer that participants may use the next day for their reflection paper. Alternatively, reflection papers may be handwritten as well.

Reference

Cooper, M. (2014). *The Big Dummy's Guide to Service Learning*. Retrieved from Washington State University Center for Civic Engagement: <http://cce.wsu.edu/about/reflection/>



Lesson Guide 4
**Sharpening
our Skills**

Introduction

In this session participants will reflect on their service-learning experience during the previous day. The key elements of service-learning namely: academic enhancement, meaningful service and purposeful civic learning will be assessed as well. Lectures and skill building activities will be facilitated to ensure achievement of these key elements. (Howard, 2001, p. 12)

Learning Outcomes

At the end of the three hour session, participants can:

- ❖ Apply principles and tools in facilitating and assessing service-learning reflection activities.
- ❖ Recall successful practices in establishing reciprocal community – university partnerships.

Specific Activities

Activity 1: Sharing and Assessing Reflection Papers

(60 min)

To facilitate an atmosphere conducive for reflection, it would be good to compile photos of the previous day's activities and transform it into a music video or slideshow. Choose background music appropriate for your participants. Include subtitles for the song to help participants understand the message more. (5 min)

Explain that the session for the day will focus on the key elements of service-learning and how we can ensure that these are met. Consistent with the philosophy of experiential learning, participants will look back on their actual SL experience to gain further insight.

Ask participants to select a partner, preferably someone they have built rapport with already or someone they have already worked with before. Ask partners to share their reflection paper to each other. Partners may ask questions from each other as well based on their experience. (10 min)

After the sharing instruct participants to grade their own reflection paper using their own grading system. Ask them to identify the strengths and points of improvement in their own paper. Invite three to four participants to share the assessment of their own reflection paper in the plenary session. (15 min)

Activity 2: Lecture on Principles and Tools for Reflection (30 min)

Synthesize the insights during the sharing and ask participants these two questions:

- ❖ How do we ensure that reflection activities lead to learning?
- ❖ How should we grade reflection papers?

Prepare presentation or distribute Handout 4.1.

Activity 3: Establishing Reciprocal Community-University Partnerships

Coordinate with the community engagement office of your school. Together, identify grassroots organizations or communities that have existing partnerships with your school already. In the absence of a ready list of partners, module facilitators may ask their various departments / Units to recommend partner organizations or communities with mutually beneficial partnerships with them. The recommended partner must represent vulnerable groups / communities. The listed partners may be ranked according to the following criteria:

- ❖ Length of Partnership with the Department / Unit
- ❖ With Mutually Beneficial Relationship with the Department
- ❖ Area Safety

Ask leaders of the organization to share the story of the successful partnership. Ask a representative from your community engagement office / academic department to share their contributions in making the partnership successful. (30 min)

Synthesize the discussion and allow participants time to ask questions to your resource persons. (15 min) After the question and answer, distribute Handout 4.2 as guide for other institutions just beginning to build partnerships with vulnerable organizations / communities.

Handout 4.1: Reflection and Critical Reflection

(Penullar, 2014)

Definitions of Reflection:

“Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends.” (Dewey, 1910, p.6)

“A continual interweaving of thinking and doing.”(Schon, 1983, p.81)

“The ‘reflective practitioner’ is one who reflects on the understandings which have been implicit in one’s actions, which one surfaces, criticizes, restructures, and embodies in further action.” (Schon, 1983, p.81)

“Process of critically assessing personally internalized assumptions” (Mezirow, 1991, p. 104)

“Activities in which individuals engage to explore their experiences.”(Boud et. al , 1985, p.19)

Common Elements of Reflection

(Rogers, 2001, p. 41)

- 1) Requires active engagement on the part of the individual
- 2) Is triggered by an unusual or perplexing situation or experience
- 3) Involves examining one’s responses, beliefs and premises in light of the situation at hand
- 4) Results in the integration of the new understanding into one’s experience.

Risks of Poor Quality Reflection

- 1) Students’ learning may be haphazard, accidental and superficial.**

(Stanton, 1990, p. 185)

“I learned a lot...”

“I got so much out of the experience...”

- 2) Students may learn the wrong thing.**

“If the reflection process does not challenge students’ assumptions (about the

community or partner), they not only close the door to potentially powerful new perspectives, they also allow those experiences to reinforce their stereotypes and prejudices. (Hondagneu-Sotelo & Raskoff, 1994)

The 4 Cs of Reflection (Leung, 2006, p. 4)

- 1) **Continuous** - Most effective reflection activities occur both during the course of someone's education and service. Continuous reflection should occur before, during and after the service-learning experience.
- 2) **Connected** - Bridging the gap between classroom theories, personal service-learning experiences to the "big picture" context in order to understand the causes and potential solutions to social issues.
- 3) **Challenging** - Provoking deep critical thinking in order to develop alternate explanations and question their initial perception and observations. Creating a safe environment that promotes trust, mutual respect, and open dialogue is crucial. It is one of the more difficult aspects for facilitators.
- 4) **Contextualized** - The reflection activity is appropriate and purposefully implemented according to the topic, experience, and content.

Formats for Journal Reflection (SERC, 2012)

Personal Journal

Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher, 1996)

Dialogue Journal

This format creates an ongoing dialogue between student and instructor throughout the course. Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the instructor to read and comment on. While labor intensive for the instructor, this can provide continual feedback to the students (formative evaluation) and prompt new questions for students to consider during the semester. (Goldsmith, 1995)

Highlighted Journal

Before students submit the reflected journal, they reread personal entries and using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the instructor to identify course content and encourage the student to reflect on their experience in light of course content. (Gary Hesser, Augsburg College)

Key Phrase Journal

In this type of journal, students are asked to integrate terms and key phrases within their journal entries. The instructor can provide a list of terms at the beginning of the semester or for a certain portion of the text. Students could also create their own list of key phrases to include. Journal entries are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)

Double-Entry Journal

When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)

Critical Incident Journal

This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future:

- ❖ Describe a significant event that occurred as a part of the service-learning experience. Why was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior?

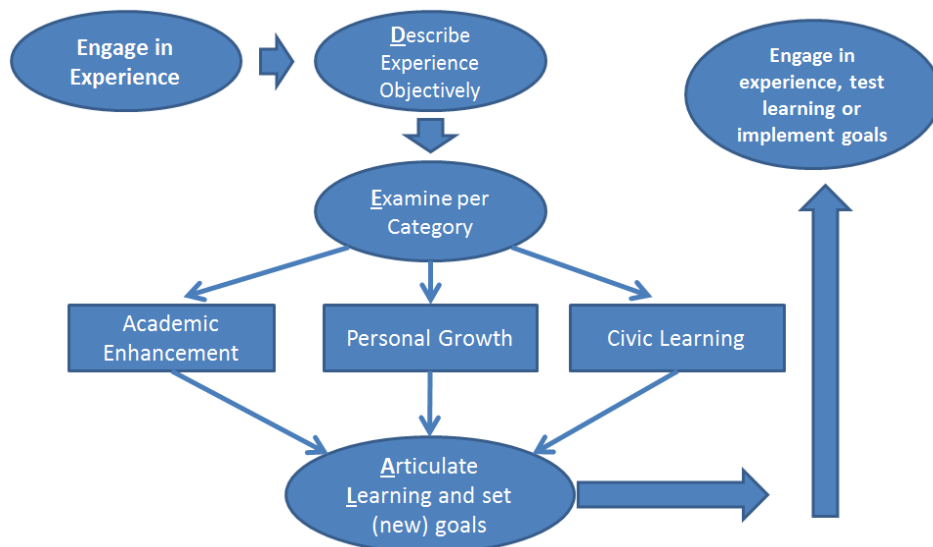
- ❖ Describe an incident or situation that created a dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response? (Hatcher, 1996)

Three-Part Journal

Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle and Hatcher, 1999)

The DEAL Method of Critical Reflection

To avoid the pitfalls identified above, service-learning practitioners have identified a reflection process that will specifically ensure reflection on academic content and civic learning. This method is called DEAL.



Excerpted from Ash, Clayton, & Moses. Teaching and Learning through Critical Reflection. Under development.

Sample DEAL Prompts

Describe

- When did this experience take place?
- Where did it take place?
- Who else was there? Who wasn't there?
- What did I do? What did others do? What actions did I / we take?
- What did I / we say or otherwise communicate?
- Who didn't speak or act?
- Did I / others laugh, cry, make a face, etc.?
- What did I / we hear? See? Smell? Taste? Touch?
- Why did the situation occur?

Examine – Academic Enhancement

- What specific elements of academic material relate to this experience?
- How was I able to apply a skill, perspective, or concept related to the academic material?
- What similarities and differences are there between the perspective on the situation offered by the academic material and the situation as it in fact unfolded?
- Does this experience challenge or reinforce my prior understanding of the academic material?
- Based on analysis of the experience in light of the academic material, is the material (or my prior understanding of it) adequate? What reasons might there be for any differences or inadequacies? What questions should I ask to put myself in a better position to judge the adequacy of the material?
- How can I best express my new understanding of the material?

Examine – Civic Learning

- What was I / someone else trying to accomplish? In taking the actions I / they did, was the focus on symptoms of problems or causes of problems? Was the focus (symptom or cause) appropriate to the situation? How might I / they focus more on underlying causes in the future?
- What roles did each person / group / organization involved in the situation play and why? What alternative roles could each have played? Did I / other individuals act unilaterally or collaboratively and why? Should I / they have worked with others in a different way?
- In what ways did differentials in power and privilege emerge in this experience? What are the sources of power and privilege in this situation, and who benefits and is harmed? How might any inappropriate dependencies be eliminated?
- How did leadership emerge in this situation, on my / others part?
- What is in the interest of the common good in this situation? In what ways is the individual good (mine / others) linked to and/or contrary to the common good? What tradeoffs between them are involved? In what way did any other tradeoffs (long-term / short-term; justice / efficiency; etc.) emerge in this situation? Who made the trade-offs? Were the trade-offs made appropriate or inappropriate and why?
- How does this experience help me to better understand my partner organization's vision, mission, and goals? What does it reveal about the relationship between the organization and those it serves? What does it suggest about how this relationship might be improved?

Examine – Personal Growth

- What assumptions or expectations did I bring to the situation? How did they affect what I did or didn't think, feel, decide, or do? To what extent did they prove true? If they did not prove true, why was there a discrepancy?
- How did this experience make me feel (positively and/or negatively)? How did I handle my emotional reactions (e.g., what did I do as a result of my feelings)? Should I have felt differently? Why or why not?
- How did I interpret the thoughts, feelings, decisions, and/or behaviors of others [e.g., How do I think others felt? What assumptions and expectations do I think others brought to the situation (including their assumptions about me)]? What evidence do I have that my interpretations were or were not accurate?
- In what ways did I experience difficulties (e.g., interacting with others, accomplishing tasks,) and what personal characteristics contributed to the difficulties (e.g., skills, abilities, perspectives, attitudes, tendencies, knowledge)? In what ways did I succeed or do well in this situation (e.g., interacting with others, accomplishing tasks, handling difficulties) and what personal characteristics helped me to be successful (e.g., skills, abilities, perspectives, attitudes, tendencies, knowledge)?
- How did this situation challenge or reinforce my values, beliefs, convictions (e.g., my sense of right and wrong, my priorities, my judgments)? My sense of personal identity (e.g., how I think of myself in terms of gender, sexual orientation, socioeconomic status, age, education level, ethnicity, nationality, mental/physical health)?

Articulate Learning

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

Handout 4.2: Selecting Community Partners

(Guanzon, 2013, pp. 16-19)

Finding the site/organization

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. (Any 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;
- ❖ Actively operating at least for the last 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 deployments but for other collaborative opportunities.

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 agency 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 agency. 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.

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

How do we identify potential partner organization?

We can categorize partner organizations as follows:

- ❖ **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 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.
- ❖ **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:

References

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- SERC. (2012, September 25). *Formats of Journal Reflection*. Retrieved August 7, 2014, from Starting Point: Teaching Entry Level Geoscience:
http://serc.carleton.edu/introgeo/service/types_journal.html

A large decorative graphic on the left side of the page. It consists of a large orange semi-circle on the left, with a blue arc and a grey arc curving around its right side. Below this graphic is a solid yellow horizontal bar.

Lesson Guide 5

Finding our Niche

Introduction

In this session participants shall look at exemplary models of service-learning in their respective disciplines. Syllabi, sample student output, reflection papers and photos shall be exhibited. Should your school or another school in your locality set-up an exhibit as well, it would be good to ask a representative to answer questions from participants viewing the artifacts.

Learning Outcomes

At the end of the five hour session, participants can:

- ❖ Select discipline-based SL best practices that may be implemented for their course.
- ❖ Identify SL lessons and challenges that may be applicable to their setting.

Specific Activities

Activity 1: Service-Learning Exhibits (30 min)

Set-up a place in your venue where you could exhibit sample lessons, pictures, student outputs, photos and the like. Organize your exhibit according to these broad categories:

- ❖ Business and Economics
- ❖ Education
- ❖ Engineering
- ❖ Health and Allied Services
- ❖ Natural Sciences
- ❖ Social Sciences and Humanities

Check Handout 5.1 for a list of materials that may be included in the exhibit. Materials from exemplary SL practice in your school or culture may be included as well. Allot thirty

minutes for participants to view the artifacts. Instruct them as well to select artifacts that strike them the most.

After the exhibit viewing, ask 2-3 participants to share their insights on the exhibits.

Activity 2: Service in our Context (60 min)

Participants shall be grouped according to the disciplines listed above. Assign a convener and documenter for each group. Ask them to gather and discuss the following questions: (60min)

- ❖ *How is community service currently being integrated in your course / curriculum / institution?*
- ❖ *Which service-learning model would you feel apply to your institution?*
- ❖ *What are your concerns, questions or recommendations on service-learning?*

Groups may continue their discussion during lunch time. After the break, ask each group to present the highlights of their sharing during the break-out groups.

Handout 5: Service-Learning Exhibit Artifacts

Service-Learning Projects per Discipline

The listed sites below contain samples of exemplary service-learning projects that may be printed and included in the exhibit.

A) Agriculture

❖ Supervise Enterprise Projects (SEP)

University of Cape Coast

<http://ucc.edu.gh/academics/view/7/department/3120>

Undergraduate students of experience the realities of farming systems and agribusiness through planning, management and evaluation of their action-oriented and client focused projects.

B) Business and Economics

❖ Social and Ethical Issues in Business

DePaul University

<http://www.compact.org/syllabi/business-management/social-and-ethical-issues-in-business/3987/>

Students implement a social change program with an organization. Projects range from recycling programs, to AIDS awareness drives and the like.

C) Engineering

❖ Community Awareness Initiatives Responsibly-Directed Engineers (CAIRDE)

University of Ireland Galway

<http://talloiresnetwork.tufts.edu/community-awareness-initiatives-responsiblydirected-by-engineers-cairde/1/>

Mechanical and Biomedical engineers develop a project that enables them to utilize their engineering skills in order to address a real need for an individual or group in the broader community. Skills in project management, task analysis, and actual engineering design are some of the sample projects.

❖ Service-Learning Integrated throughout a College Engineering Project (SLICE)

UMass Lowell

<http://www.uml.edu/Engineering/Mechanical/In-the-Community/In-the-Community.aspx>

Two UMass Lowell engineering students, Mike Brigandi (ECE) and John Wiley (ME) whose capstone project involved the re-design of a tricycle to assist Jonathan DiCiaccio. Jonathan suffers from arthrogyriposis, a disease that causes joints to contract.

D) Health Sciences

❖ Biomedical Science

International Medical University, Malaysia

<http://imunews.imu.edu.my/students/imu-biomedical-science-students-visit-ti-ratana-community-project/>

Students of the “Parasitology and Entomology” course interacted and surveyed community children on their hygiene habits and practices. Together with Nursing, Dental and Dietetics students, they conducted health screening, dental screening, vision test, dietary assessment, physical examination and health talk.

E) Humanities

❖ Liberation Theology

DePaul University

<http://www.compact.org/syllabi/liberation-theology/4129/>

Students apply PRAXIS through 25-30 hours of service in a community agency or organization.

F) Business-Law

❖ Clinical Legal Education

National University of Ireland Galway

<http://www.nuigalway.ie/business-public-policy-law/school-of-law/students/cle/>

Final year students in the Bachelor of Civil Law degree programme use their legal skills in placements with government agencies, quasi- and non-governmental organisations and with practicing lawyers throughout Ireland. They work on a part-time basis instead of taking an additional subject and receive academic credit for their efforts.

G) Math

❖ An Introduction to Mathematical Ideas

Union County College

<http://www.compact.org/syllabi/math/an-introduction-to-mathematical-ideas/3983/>

Students select a nonprofit agency to conduct statistical research for program evaluation, public needs assessment or public relations and support. Students conduct the research and report results to the instructor and agency.

H) Social Science

❖ Human Rights / Human Wrongs

Franklin & Marshall College

<http://www.compact.org/syllabi/human-rightshuman-wrongs/7584/>

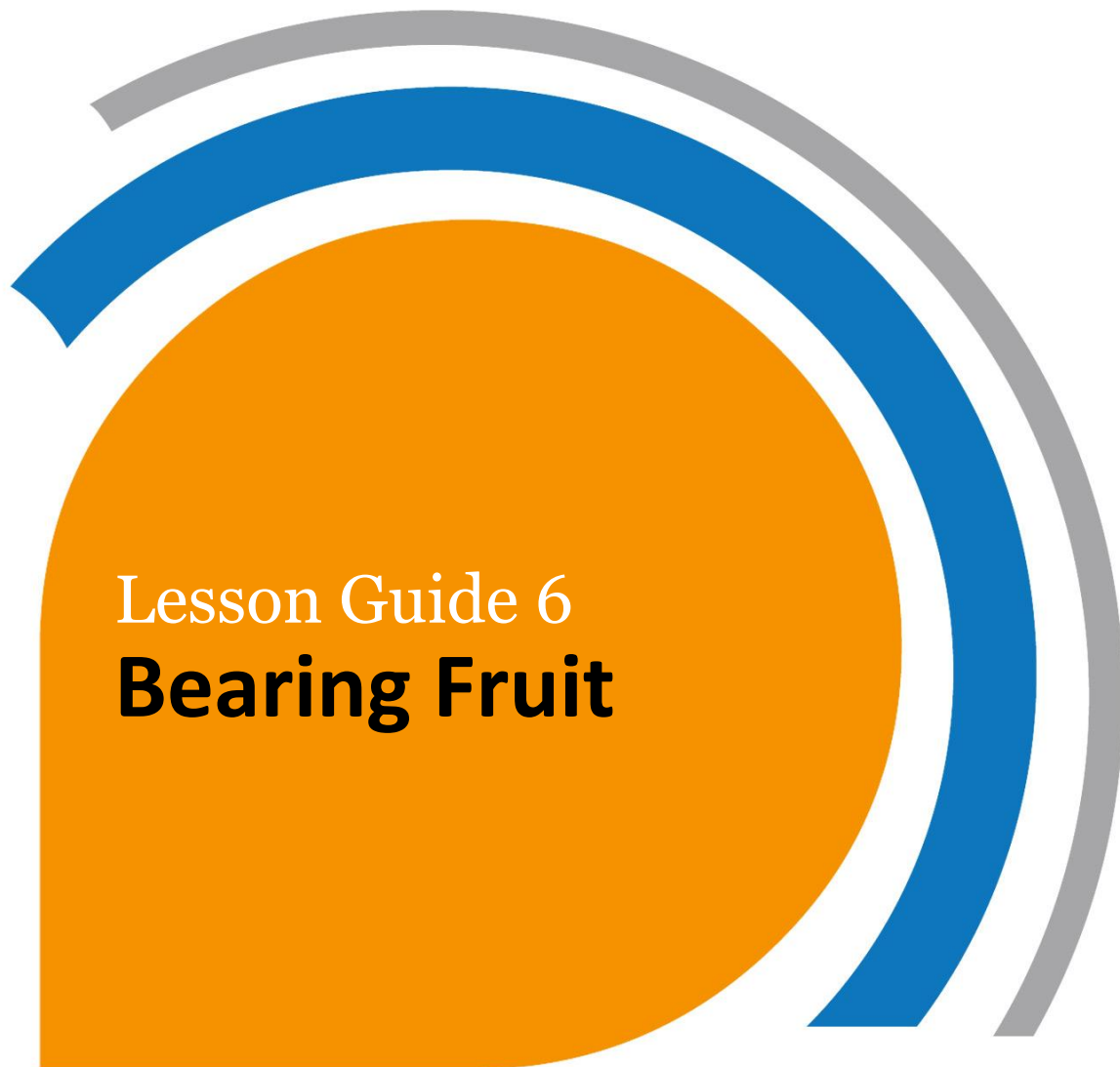
Students select a nonprofit agency to conduct statistical research for program evaluation, public needs assessment or public relations and support. Students conduct the research and report results to the instructor and agency.

❖ Semester in Dialogue

Simon Fraser University

<http://www.sfu.ca/dialogue/semester/what-is-it.html>

Semester in Dialogue is a one-semester, full-time program designed to inspire students with a sense of civic responsibility and encourage their passion for improving society. Each semester the program offers an original, interdisciplinary experience that bridges the classroom with the community and creates space for students to reflect on what they are doing and why it matters.



Lesson Guide 6
Bearing Fruit

Introduction

Participants shall discuss the benefits of service-learning to its various stakeholders by looking at extant literature and through the testimonies of service-learning stakeholders.

Learning Outcomes

At the end of the four hour session, participants can:

- ❖ Summarize key benefits of service-learning to students, faculty members, higher education institutions and communities.
- ❖ Identify SL lessons and challenges that may be applicable to their setting.

Specific Activities

Activity 1: Research Gallery (60 min)

Cut-outs of an annotated bibliography of literature on service-learning shall be posted under the tables and chairs. Participants are to retrieve them, summarize them in a metacard and post them on flip charts labeled “Benefits to Students”, “Benefits to Faculty”, “Benefits to Community” and “Benefits to Schools”.

Sample:

Benefits of SL to Students

In SL, students become more aware of community issues.

Holl, L. R. (1996). Transforming the "Trayer Assignment System": A Study of Rhetorical Contexts for Service-Learning Composition Students. Unpublished Dissertation, Alabama State University.

Methodology	Qualitative
Primary	Students
Original Sample	15
Final Sample	8 (19%)
Study Design	Philosophical case study
Data Sources	Student papers; Interviews; Observations; Questionnaires

This qualitative study addressed the assumption that service-learning with composition courses provides students with an opportunity to perform better than their would-be writing "trayer assignments". The following five related questions guided this research project: 1) What types of reflections do students engage in regarding their learning experiences in the community? 2) In what ways and to what degree do students incorporate ideas transmitted in an Electronic Forum into their formal writing assignments? 3) How effectively do students incorporate their experience into their formal work? (Do they, for example, synthesize their research and university experience effectively to develop their main ideas?) 4) Do students have more positive attitudes toward writing papers that could be read by a "general audience"? 5) How do students' attitudes toward writing change during the semester? 6) Are students able to transfer what they learn from their research and writing in English 102 to their activities in their community?

To answer these questions, ten students from two freshman service-learning composition classes taught by the same instructor were invited to participate in this ethnographic study, and were assigned. Students in these courses were required to meet "in real" students for one to eight hours a week. Students received training in how to prepare and lead follow-up trouble-shooting sessions with problem solvers. These sessions were also involved in reviewing students' writing assignments. These included: summaries of articles on tutoring techniques and self-esteem issues for "at risk" children; a critical analysis of an argument on self-esteem issues; recommendations on effective tutoring techniques to foster students; and recommendations for techniques that improve children's self-esteem.

The researcher was a participant-observer in both course sections. Data were collected from the following sources: rough drafts of papers, peer editing notes, final papers, teacher's evaluation sheets, the writing exercises, pre- and post-interviews, classroom observations, pre- and post-questionnaires, and transcripts from instructor conferences with subjects and the researcher.

The researcher found that student writing was affected by learning through tutoring experiences. Students performed better in their writing when they addressed "real" students, such as foster children, than when they addressed the instructor. Students' informal reflections focused mostly on their relationships with troubled students and on behavioral problems, while their formal papers focused on activities. They also demonstrated concerns about helping to improve the troubled students' self-esteem. An additional finding was that the strategies that students learned through their own training proved to be valuable in developing strategies to work with the children.

53

In SL, students / faculty / community school: (benefit) .

Holl, L. R. (1996). Transforming the "Trayer Assignment System": A Study of Rhetorical Contexts for Service-Learning Composition Students. Unpublished Dissertation, Alabama State University.

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53

After the participants have posted all the annotated research cutouts, ask participants to do a gallery walk on the to view the exhibits. Ask them to identify the most striking benefit of SL to students, faculty, communities and schools. (20 min)

The research summary may be downloaded from the website of EWU Office of Community Engagement Wiki. (Eyler, Giles, Stenson, & Gray, 2001)

Ask participants to meet with their colleagues. Ask them to share their insights to each other. (20 min)

Request a representative from each group to share highlights of their sharing. Summarize the sharing by telling participants the benefits of service-learning: (Eyler, Giles, Stenson, & Gray, 2001)

- ❖ Enhances students' academic and civic learning
- ❖ Improved student learning outcomes
- ❖ Closer relationship between students and professors, schools and communities
- ❖ Provides meaningful service to communities

Activity 2: Service-Learning Testimony – International Service-Learning (45 min)

Explain to the participants, that the research gallery has allowed them to read about the benefits of service-learning to various stakeholders. Tell participants however, that to actually hear people talk about these benefits would help us truly comprehend how important service-learning really is.

Download and show the video "Learning and Serving in the Philippines" (LSC-Kingwood, 2009) (30 min)

After the video, ask participants to share their insights and reflections.

After the sharing, give participants a fifteen minute break to allow the message of the video to settle in the minds and hearts of the participants. This will also give you time to prepare the venue for the panel discussion. (15 min)

Activity 3: Panel Discussion – Institutionalizing SL (45 min)

Form a panel composed of leaders from higher education institutions with exemplary service-learning practice. Ask them to prepare share on SL institutionalization in any of the following components: (30 min)

- ❖ Promotion of Service Learning as a Teaching Philosophy
- ❖ Faculty Support for and Involvement in SL
- ❖ Student Support for and Involvement in SL
- ❖ Community Participation and Partnerships
- ❖ Institutional Support for Service-Learning
 - Coordination, Policy-Making, Staffing, Funding, Admin Support, etc.

(Furco, Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education, 2002)

Assign a faculty member or staff from your unit to facilitate the panel discussion as panelists share their efforts on each of the institutionalization components listed. After the sharing, open the panel for questions from the body. Synthesize the sharing.


Lunch Break (60 min)

References

Eyler, J. S., Giles, D. E., Stenson, C. M., & Gray, C. J. (2001, August 31). At a Glance: What We Know about The Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000: Third Edition. Retrieved August 8, 2014, from EWU Office of Community Engagement Wiki: <http://ewucommunityengagement.pbworks.com/w/file/attach/62951195/aag.pdf>

Furco, A. (2002). Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education. Retrieved from The Talloires Network: <http://talloiresnetwork.tufts.edu/wp-content/uploads/Self-AssessmentRubricfortheInstitutionalizationofService-LearninginHigherEducation.pdf>

LSC-Kingwood. (2009, November 10). Learning and Serving in the Philippines. Retrieved from YouTube: <http://www.youtube.com/watch?v=npCXZ8vJ1Zg>

A large decorative graphic on the left side of the page. It consists of a large orange semi-circle on the left, with a blue arc and a grey arc curving around its right side. Below this graphic is a solid yellow horizontal bar.

Lesson Guide 7
**Institutionalizing
Our Gains**

Introduction

To ensure that participants pursue concrete steps in institutionalizing service-learning in their schools, module organizers will facilitate a self-assessment and planning session. Furco's (2002) Self-Assessment rubric shall be used to identify institutionalization areas needing focus per school.

Learning Outcomes

At the end of the four hour session, participants can:

- ❖ Identified the current situation, gaps and action items in institutionalize service-learning in their context.
- ❖ Summarize their learning and feedback for the entire module

Specific Activities

Activity 1: Institutional Planning (120 min)

Distribute copies of Furco's (2002) Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education. Explain salient points in Furco's framework and rubric for SL institutionalization. (10 min)

After sufficiently explaining the form, ask participants to group by institution / unit. Ask them to identify one dimension they would want to focus on or prioritize. Ask them to identify gaps and propose action steps on their identified dimension.

See Handout 7 for the Institutionalization Form.

Activity 2: Presentation of Plans (60 min)

Invite leaders of UN-IID, AUN or of your institution to serve as panel of reactors for the presentation of plans. Ask each institution to present their institutionalization priority and plan within ten minutes. Allow the other participants and the panel of reactors to provide their feedback. Ask a documenter to identify common themes from the sharing and identify commitments that they may put together to formulate an SL manifesto which they could send to higher administration officials or networks.

Activity 3: Evaluation and Closing Ritual (15 min)

After all institutions have shared their plans, synthesize the sharing by highlighting key points and reading the manifesto draft. As a closing ritual, ask participants to sign the manifesto. Module evaluation forms may be distributed as well for participants to accomplish and submit.

Activity 4: Closing Remarks and Song

After distribution of completion certificates, ask a leader from the host institution or network to deliver a final challenge and encouragement for all institutions to pursue service-learning.

To close the session, play the ASEAN theme song, ASEAN: "Song of Unity". Group photo taking may commence after.

Hand-out 7: SL Institutionalization Plan Form

Priority Dimension	Sub Criteria	Current Stage	Gaps	Action Items	Due Date

Name of Institution: _____

Representatives: _____

Date: _____

Acknowledgments

This teaching and learning package will not be completed without the rich experience, support and encouragement of faculty members and colleagues from De La Salle University-Manila. I express my gratitude for Ms. Ma. Lourdes Melegrito, Director of the Center for Social Concern and Action (COSCA), for initiating my curiosity and eventual fascination with service-learning. I express gratitude to Ms. Marietta Guanzon, Program Manager of COSCA's Community Engaged Learning program, for sharing her experience in managing various aspects of DLSU's service-learning program. Colleagues and community partners at the Center for Social Concern and Action are appreciated as well for modelling sustained and mutually beneficial university-community partnership and for dedicating their lives in the service of society, especially the poor. The following faculty members at DLSU are recognized for their invaluable feedback on various parts of the module: Dr. Minie Rose Lapinid, Dr. Glendora Tiu, Ms. Mitzie P. Conchada, Ms. Diana Veloso, Ms. Nina Poblador, Sr. Genoveva Dumay RGS, Mr. Philip Sipacio, Dr. Jonathan Dungca and Dr. John Addy Garcia.

My sincerest thanks to Dr. Serina Rahman, Ms. Tez Cruz, Naparat Phirwattanakul, and Aildrene Tan, staff and partners of UNIID-SEA for their advice, support and advocacy towards the development of this module on innovation for inclusive innovation. May they continue to champion the cause of inclusive development in ASEAN and beyond.

Most especially, I thank my wife Anna and my son Isaiah for their love and concern that inspired me to finish this module in time. Soli Deo Gloria.

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