

Service-Learning



Faculty Guide



Center for Leadership & Service
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“Tell me and I forget, show me and I remember, involve me and I understand.”

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TIMELINE CONT'D

ASSESSMENT & MONITORING OF SERVICE-LEARNING WEEK 4-15

- ✓ Placement confirmations, performance evaluations, and hour logs received and reviewed by professor and/or CLS staff.
- ✓ Students complete service-learning plan. (Optional but highly recommended)
- ✓ Journals, essays, papers, research, or any other assignment required is to be completed in accordance with course syllabus.

WRAP-UP AND REFLECTION WEEK 14-15

- ✓ CLS will schedule group reflection sessions for all service-learners as required by faculty.
- ✓ Students completed all responsibilities and requirements as outlined on the course syllabus.
- ✓ CLS will forward all records of students' hours, placement confirmations, and reflection session feedback to faculty.
- ✓ Complete program evaluations.

GOALS OF SERVICE-LEARNING

- ◆ To enhance student learning by joining theory with experience and thought with action.
- ◆ To fill unmet needs in the community through direct service which is meaningful and necessary.
- ◆ To assist students to see the relevance of the academic subject to the real world.
- ◆ To develop an environment of collegial participation among students, faculty, and the community.
- ◆ To expose students to societal inadequacies and injustices and empower students to remedy them.
- ◆ To give student greater responsibility for their learning.

SIX CENTRAL QUESTIONS

What is Service-Learning?

- ◆ The integration of serving community needs through curricular goals.

How does Service-Learning differ from internships and volunteerism?

- ◆ It provides structured opportunities for students to reflect critically on their experiences while performing valuable, significant, and necessary service to the community.

As a professor, how do I evaluate and assess that real learning is taking place?

- ◆ Demonstration of a skill or knowledge
- ◆ Reflective journal, essay, or paper in which service experience are integrated with text readings, research, and personal insight.
- ◆ Evaluation of students accomplishments by agency supervisory and/or CLS.

As a professor, what is my role in Service-Learning?

- ◆ To assist students in connecting their experiences with the course content.

What does the Center for Leadership & Service do?

- ◆ Recruitment, orientation, placement, supervision, motivation, follow-up, evaluation, and recognition of service-internships.
- ◆ Provide technical resources (volunteer guides and applications)

How do I begin?

- ◆ Simple! Just follow the timeline and checklist.



BENEFITS

Benefits to Students:

- ⇒ Enrich Learning
- ⇒ Connect theory to practice
- ⇒ Promote civic responsibility
- ⇒ Increase awareness of social issues
- ⇒ Enhance critical thinking skills
- ⇒ Explore careers
- ⇒ Networking opportunities
- ⇒ Build resume
- ⇒ Make a difference

Benefits to Faculty:

- ⇒ Enhance student learning
- ⇒ Professional development
- ⇒ Research & publishing opportunities
- ⇒ Increase student/teacher relationships
- ⇒ Sense of making a difference

Benefits to Community:

- ⇒ Access to college resources
- ⇒ Increase future citizen support and commitment
- ⇒ Participate in the educational process
- ⇒ Generate new ideas and energy



TIMELINE

PLANNING WEEK 1

- ✓ Call the Center for Leadership & Service for information on integrating service-learning into your course.
- ✓ Schedule a meeting with CLS staff to work out logistics of service-learning.
- ✓ Planning Questions: Will service be optional or mandatory? How many hours of service will I require? How will I address/assess/incorporate service-learning experiences students are having to benefits those who aren't having them? How will I assist students to make the connections between their service experiences and the course content so that the study reinforces and improves the service and the service reinforces and improves the study?
- ✓ Include in syllabus: establish an evaluative criteria, hours required, documentation, service-learning plan.
- ✓ Make the final selection of agencies in which students are approved to be placed. Set dates for volunteer hour to be submitted.

INQUIRY WEEK 1-2

- ✓ Invite the staff of CLS or agency staff to make presentation on service-learning option and/or course requirement.
- ✓ Set a deadline for the student's decisions about choosing the service-learning optional assignment and/or required project.

PLACEMENT WEEK 2-4

- ✓ Refer students to CLS office for assistance in service site selection, being matched with an agency, and application process.
- ✓ Placement confirmations are turned in by the 4th or 5th week of semester.

SUPPORT & FOLLOW UP WEEK 4-8

- ✓ Status and progress calls are made to each service-learner. Problems or issues are resolved.
- ✓ Thank you letters to agencies are sent out.
- ✓ Faculty will receive a report of student's hours and placements.



WHAT IS SERVICE-LEARNING?

There are several characteristics which make service-learning a unique way to learn, serve, and teach. The thing to remember here is that service-learning is not a new program, merely a perspective shift. It's a way to utilize the resources already available to us. Service-learning holds up mirror for us to see ourselves, a microscope for us to examine our society, and binoculars for us to see what lies ahead.

- ◆ It integrates curricular goals with community needs.
- ◆ It's based on a reciprocal relationship in which the service reinforces and strengthens the learning, and the learning reinforces and strengthens the service.
- ◆ It is integrated into the student's academic curriculum and provides structured time for a student to think, talk, or write about what the student did and saw during the service activity.
- ◆ It provides students with the opportunities to use newly acquired skills and knowledge in real-life situations in their own communities.
- ◆ It enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.
- ◆ Service-learning is not about giving credit for service, but giving credit for learning.



CONTACT INFORMATION

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