

*Community-Based*

*Learning*

*Faculty Handbook*



*Second Edition*

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Preface

The idea of community-based learning (CBL) is not new. It has its philosophical roots in the writings of Plato and Aristotle who believed that the purpose of education is to produce good citizens. This idea was further reflected in the works of John Locke and Immanual Kant who emphasized education that built character. John Stuart Mill emphasized that education should promote civic participation. John Dewey believed that knowledge should be related to real situations. That this exposure will provide for a more accurate reflection of the experience (Speck & Hoppe, 2004).

The events of the 21st Century have further highlighted the importance of civic engagement. The economy has adversely affected vulnerable populations. Government programs, which in the past provided a safety net, have been reduced in size and scope if not totally eliminated.

Community-based learning provides an opportunity for students to integrate and reflect on what they are learning in the classroom and how this learning relates to real world applications and experiences. Students involve themselves with issues and populations often quite different from their own experiences. Their involvement challenges them to think holistically. Students begin to understand the importance of being engaged and socially responsible.

Research on the benefits of community-based learning supports its importance. Students speak of their experiences as being transformational, inspiring and insightful. They begin to rethink misconceptions and stereotypes. They consider the service requirement one of the most successful elements of their course. They are able to recognize and view issues from many perspectives and, most importantly, they are able to articulately express their informed opinion. (Eyler & Giles, 1999; Liss & Liazos, 2010)

Mission Statement

In keeping with Elizabethtown College’s educational philosophy of “Educate for Service,” the Center for Community and Civic Engagement provides opportunities to strengthen scholarship and leadership beyond the classroom, in order for students to learn actively through practical experiences and civic engagement.

Purpose

The purpose of this handbook is to provide the rationale, information, and tools needed to assist faculty in integrating a community-based learning component into an existing course or in developing new CBL courses. Conceptual questions help to guide the process.

College Resources

CBL can be successfully included in every course in every discipline. The infrastructure for making CBL a reality in your course, including access to a complete library, is located in the Center for Community and Civic Engagement, Nicarry Hall, rooms 236-239. Please call Nancy Valkenburg, Director, at extension 1108 or email her at [valkenburgn@etown.edu](mailto:valkenburgn@etown.edu) for a consultation.

Liability Insurance & Criminal Background Clearances

Liability coverage is provided by the college for any CBL activity which is required for a course and over seen by a faculty member or advisor as long as the activity is in accordance with College Policies and those of any other institution at which the learning activity takes place.

Use of a faculty, staff or student’s vehicle is insured by the driver/owner (PA law). The use of a college vehicle, by an approved driver, is covered by the college insurance if the activity is an approved College use of the vehicle.

Most students will be required to obtain criminal background clearances prior to their involvement in the community. The forms for these clearances (PA Criminal History Records Check, PA Child Abuse History Clearance and/or the FBI Criminal History Report) can be obtained from the CCCE office. Students are responsible for the cost of these clearances.

What is Community-Based Learning?

Community-Based Learning (CBL) is an academic pedagogical model that provides opportunities to students to engage in mutually beneficial community experiences. Students are afforded the opportunity to apply the knowledge gained in the classroom to achieve a more integrated understanding and analysis of community issues. These experiences meet course objectives and address goals which are identified by the community.

Types of Community-Based Learning Activities

Types of community-based learning activities include direct service, indirect service, advocacy, and community-based research. Who is served, and how they are served, distinguishes the different types. All of these activities are practiced at Elizabethtown College. Sample syllabi are available for review in the CCCE office.

***Direct Service-Learning:***

Direct service activities are those that require personal contact with people in need. This type of service is generally the most rewarding for students because they receive immediate feedback during the process of helping others. Examples of direct service activities include students working with senior citizens in an intergenerational project, mentoring and/or tutoring young children, or working at shelters and soup kitchens. Direct service teaches students to take responsibility for their actions. Students also learn that they can make a difference.

***Indirect Experience:***

Indirect experiences are commonly implemented in schools because they are easy to organize and they involve students working behind the scene. These activities are centered in channeling resources to the problem rather than working directly with an individual who may need the service. Often students do not come in contact with the people they serve. Examples of indirect service include gathering, documenting and disseminating a town history, collecting food or toys for disadvantaged families and participating in landscaping a community park or other environmental projects. Indirect service projects are generally done by a group. They teach teamwork and organizational skills.

***Advocacy:***

Advocacy as a service experience requires students to lend their voices and talents to the effort to eliminate the causes of a specific problem and to make the public aware of the problem. Activities may include making presentations to the community about particular issues or distributing literature about the issues throughout the neighborhood. Students learn to present their concerns clearly, to be concise in presenting their ideas, and to suggest feasible solutions.

***Community-Based Research:***

Community-Based Research (CBR) can be defined as a partnership of students, faculty, and community partners who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change. Typical CBR projects include faculty, students and community partners working together to focus local attention on pressing community needs, researching and evaluating new programs, evaluating and assessing existing programs, or creating qualitative and quantitative research tools.

Adapted from Colorado State University: Service Learning Program

|  |  |
| --- | --- |
| SEVEN ELEMENTS OF  HIGH QUAILTY  SERVICE-LEARNING    *Developed by: Service Learning 2000 Center;*  *50 Embarcadero Road, Palo Alto, CA 94301;*  *650-322-7271; Fax 650-328-8024* | **Integrated Learning**   * The service-learning project has clearly articulated knowledge, skill or value goals that arise from the broader classroom and school goals. * The service informs the academic learning content, and the academic learning content informs the service. * Life skills learned outside the classroom are integrated back into learning. |
| **High Quality Service**   * The service responds to an actual community need that is recognized by the community. * The service is age-appropriate and well organized. * The service is designed to achieve significant benefits for students and the community. | **Collaboration**   * The service-learning project is a collaboration among as many of these partners as is feasible: students, community-based organization staff, support staff, administrators, faculty, and recipients of service. * All partners benefit from the project and contribute to its planning. |
| **Student Voice**  Students participate actively in:   * Choosing and planning the service project; * Planning and implementing the reflection sessions, evaluation and celebration; * Taking on roles and tasks that are appropriate to their age. | **Civic Responsibility**   * The service-learning project promotes students’ responsibility to care for others and contribute to the community. * By participating in the service-learning project, students understand how they can impact their community. |
| **Reflection**   * Reflection establishes connections between students’ service experiences and the academic curriculum. * Reflection occurs before, during, and after the service-learning project. | **Evaluation**   * All the partners, especially students, are involved in evaluation the service-learning project. * The evaluation seeks to measure progress toward the learning and service goals for the project. |

Community-Based Learning Preparation Activities

The following ideas will serve to prepare your students for your community-based learning (CBL) requirement.

* Explain your rationale for including CBL in your course
* Set learning goals where student can anticipate how their knowledge, values and skills may change as a result of their real world experiences
* Discuss appropriate and respectful behavior. This would include attire, communication, punctuality as well as acknowledging community members as experts
* Respecting and appreciating diversity – students should research the population they are serving and ask appropriate questions of community members to further their understanding of the diversity of the community
* Explore social justice issues – students should expect that sterotypes and misconceptions will be challenged. Students will gain a deeper understanding of complex community issues which will help to eliminate simplistic explanations for community problems

Adapted from “Preparing Students for Service-Learning,” Pam Kiser, Academic Service-Learning Faculty Handbook ELON University

Reflection:

Putting the Learning in Community-Based Learning

The following points highlight the importance of reflection/analysis as a means by which the student can connect coursework to the world outside academia.

* Research has a direct, applied purpose. It is useful and meaningful.
* Analytic and writing skills benefit the community.
* Students are stimulated to think critically about social problems.
* Community, social and/or societal issues are identified and policy implications can be discussed and addressed.
* Integrating course concepts in the students’ reflection reinforces the understanding and relevancy of the class.

Adapted from Liss, J.R. & Liazos, A. (2010, January/February). Incorporating education for civic and social responsibility in the undergraduate curriculum. *Changes*, 45-50

Types of Reflective Activities That Can Be Used in Community-Based Learning Projects

A variety of activities can be used to facilitate student reflection. Faculty can require students to keep journals, organize presentations by community leaders, encourage students to publicly discuss their service experiences and the learning that ensued, and require students to prepare reports to demonstrate their learning. When constructing the reflection activities faculty should consider the following:

* Reflection activities should involve individual learners and address interactions with peers, community members and staff of community agencies.
* Students with different learning styles may prefer different types of activities. Faculty should select a range of reflective activities to meet the needs of different learners.
* Different types of reflection activities may be appropriate at different stages of the service experience. For example, case-studies and reading can help students prepare for the service experience.
* Reflection activities can involve reading, writing, doing and telling. Some examples of reflective activities are briefly described below.

*Case Studies*

Assign case-studies to help students think about what to expect from the service project and to plan for the service activity. Use published case-studies or instructor developed case-studies based on past service-learning projects.

*Journals*

Ask students to record thoughts, observations, feeling, activities and questions in a journal throughout the project. The most common form of journals are free form journals. The journal should be started early in the project and students should make frequent entries. Explain benefits of journals to students such as enhancing observational skills, exploring feelings, assessing progress and enhancing communication skills. Faculty should provide feedback by responding to journals, class discussions of issue/questions raised in journals or further assignments based on journal entries.

*Structured Journals*

Use structured journals to direct student attention to important issues/questions and to connect the service experience to classwork. A structured journal provides prompts to guide the reflective process. Some parts of the journal may focus on affective dimensions while others relate to problem-solving activities.

*Team Journals*

Use a team journal to promote interaction between team members on project related issues and to introduce students to different perspectives on the project. Students can take turns recording shared and individual experiences, reactions and observations, and responses to each other’s entries.

*Critical Incidents Journal*

Ask students to record a critical incident for each week of the service project. The critical incident refers to events in which a decision was made, a conflict occurred, a problem resolved. The critical incident journal provides a systematic way for students to communicate problems and challenges involved in working with the community and with their teams and can thus help in dealing with the affective dimensions of the service experience.

*Portfolios*

Ask students to select and organize evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include drafts of documents, analysis of problems/issues, project activities/plans, annotated bibliography. Ask students to organize evidence by learning objectives.

*Papers*

Ask students to write an integrative paper on the service project. Journals and other products can serve as the building blocks for developing the final paper.

*Discussions*

Encourage formal/informal discussions with teammates, other volunteers and staff to introduce students to different perspectives and to challenge students to think critically about the project.

*Presentations*

Ask student(s) to present their service experience and discuss it in terms of concepts/ theories discussed in class.

*Interviews*

Interview students on service experiences and the learning that occurred in these experiences.

<http://www.compact.org/disciplines/reflection/types.html>

Series Available at the Center for Community and Civic Engagement

*Series*

Series on Service-Learning and the Disciplines – originally published by the American Association for Higher Education’s (AAHE)

* Adler-Kassner, L., Crooks, R., & Wattters, A. (Eds.). (2006). *Writing the community:*

*Concepts and models for service-learning in composition*. Sterling, VA: Stylus

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* Balliet, B. J., & Hefferman, K. (Eds.). (2000). *The practice of change: Concepts and*

*models for service-learning in women’s studies*. Washington, D.C.: American

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* Battistoni, R.M., & Hudson, W.E. (Eds.). (2006). *Experiencing citizenship: Concepts and*

*models for service-learning in political science*. Sterling, VA: Stylus Publishing, LLC.

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*models for service-learning in psychology*. Sterling, VA: Stylus Publishing, LLC.

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*Concepts and models for service-learning in biology*. Sterling, VA: Stylus

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* Tsang, E. (Ed.). (1999-2007). *Projects that matter: Concepts and models for service-*

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* Ward, Harold. (Ed.). (1999, 2006). *Acting locally: Concepts and models for service-*

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*Series*

Michigan Journal of Community Service Learning

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Indianapolis, IN: Jist Life.

Recommended Community-Based Learning Websites

*Academic Exchange Quarterly*

<http://rapidintellect.com/AEQweb/index.htm>

*American Association of Community Colleges Service-Learning*

[www.aacc.nche.edu/servicelearning](http://www.aacc.nche.edu/servicelearning)

*Campus Community Partnerships for Health*

[www.futurehealth.ucsf.edu/ccph.html](http://www.futurehealth.ucsf.edu/ccph.html)

*Campus Compact*

[www.compact.org](http://www.compact.org)

*Campus Compact Reader*

[www.compact.org/reader](http://www.compact.org/reader)

*Community Works Journal*

[www.vermontcommunityworks.org/cwpublications/journal/cwjournal.html](http://www.vermontcommunityworks.org/cwpublications/journal/cwjournal.html)

*Idealist on Campus*

[www.idealist.org/ioc/](http://www.idealist.org/ioc/)

*Journal of Higher Education Outreach & Engagement*

[www.uga.edu/~jpso](http://www.uga.edu/~jpso)

*Learn and Serve*

<http://www.learnandserve.org>

*Learn, Serve, & Surf*

[www.edb.utexas.edu/servicelearning/indes.html](http://www.edb.utexas.edu/servicelearning/indes.html)

*Michigan Journal of Community Service-Learning*

[www.umich.edu/~mjcsl/](http://www.umich.edu/~mjcsl/)

*Minnesota Campus Compact*

[www.mncampuscompact.org](http://www.mncampuscompact.org)

*National Service-Learning Clearinghouse*

[www.servicelearning.org](http://www.servicelearning.org)

*New England Resource Center for Higher Education*

<http://www.nerche.org>

*The Big Dummy’s Guide to Service-Learning*

[www.fiu.edu/~time4chg/Library/bigdummy.html](http://www.fiu.edu/~time4chg/Library/bigdummy.html)

**Sample syllabi are available for review in the CCCE office.**



Faculty Course Revision Worksheet

This exercise is designed to help you begin thinking about how to move your class toward community-based learning at the curriculum level.

1. List courses you are teaching that you think would be critical building blocks for community-based learning.

2. Modify the above classes so it includes a community-based learning dimension.

3. What are the overall goals for the courses listed above?

4. What would you like a community-based learning component to contribute to achieving those goals (i.e., concepts, skills, etc.)?

5. Ways of looking at community-based learning that tie in with the course content (e.g., connections to disciplinary perspectives, public problems, professional ethics):

6. Kinds of community projects, placements, or research that would be appropriate to achieving the civic outcomes for the course (community partners should help with this):

7. Adjustments you might want or need to make to course requirements (readings, writing assignments, etc.) to accommodate and integrate the community-based learning component of the course:

8. Your primary strategy to help students reflect on the civic dimensions of the course, including the community-based component:

\*Adapted from A service approach to faculty development. *New Directions for Teaching & Learning* (73), 81-89 a course revision exercise developed by Edward Zlotkowski (1998).



***Community-Based Learning Pre- Experience Evaluation***

**PLEASE FORWARD A COPY TO CCCE**

Course:

1. I am a year – old male

female

2. I am a: first year student

sophomore

junior

senior

other

3. I am working toward a major.

4. This course fulfills for me a requirement for my major.

requirement for my minor.

elective general education requirement

personal interest

5. I knew part of this course included community-based learning before I registered for it.

yes no

6. I chose to take this course because: (please check all that apply)

the description in the catalogue was interesting

a fellow student recommended it

a faculty member recommended it

it fit my time schedule and I needed the credit

I was interested in the community-based learning component

it is necessary for my major or minor

other

7. If community-based learning is optional in this course, are you choosing to participate?

yes no

Please answer the following questions even if you are not participating in community-based learning

8. How do you feel about the community-based learning component of this course?

(Please circle the response closest to your feeling.)

very positive somewhat positive somewhat negative very negative

9. Do you think that community activities are a valuable and appropriate learning component within this course?

yes no

10. What, if any, reservations do you have about participating in community-based learning?

11. Are any of the community sites selected for the course appealing to you?

yes no

12. Are there enough options for the community sites?

yes no

13. If you are participating, how many hours do you expect to be involved in community service this semester through your placement for this course?

hours

14. Are you currently active in:

Hours per week

a religious organization

intramural sports

intercollegiate sports

student government

a campus interest group

community service

other extracurricular activities

15. Are you currently employed?

yes no

If YES: how many hours a week do you usually work? Hours

Do you work on-campus?

yes no

16. Before your involvement in this course, have you ever participated in any volunteer work or community service?

yes no

If YES, did you participate (please check all that apply to you)

before high school

while in high school

while at (name of college)

while at another college or university

other

If YES, was it conducted through

a school based program

a religious organization

your own initiative

(name of office)

other

If YES, briefly describe your service experience (name of organization, volunteer responsibilities and tasks, etc.)

17. Have you ever participated in an internship?

yes no

If YES, was it at (please specify)

a non-profit organization

a for-profit organization

government agency

other

18. Do you expect to spend time volunteering after this semester is over?

yes no

**Using this rating scale, please answer the following:**

**very extensively extensively somewhat very little none**

**5 4 3 2 1**

To what extent have your experiences outside of college this far enabled you to:

Learn about a culture/cultures different from your own

Critically reflect upon your own values and biases

Improve your written communication skills

Improve your oral communication skills

Improve your critical thinking/analytical skills

Improve your problem solving skills

Understand how communities and cities work or function

Comments on the above section:

To what extent has your college experience this far enabled you to:

Learn about a culture/cultures different from your own

Critically reflect upon your own values and biases

Improve your written communication skills

Improve your oral communication skills

Improve your critical thinking/analytical skills

Improve your problem solving skills

Understand how communities and cities work or function

Comments on the above section:

Adapted from *Community Service at Augsburg College* by permission of Eastern Michigan University, Office of Academic Service-Learning



***Community-Based Learning Post-Experience Evaluation***

**PLEASE FORWARD A COPY TO CCCE**

Course:

Community Service Site:

Site Supervisor:

Number of Service Hours Provided:

**I. Using this rating scale, please answer the following:**

**very extensively extensively somewhat very little none**

**5 4 3 2 1**

To what extent has your community service experience enabled you to:

Learn about a culture/cultures different from your own

Critically reflect upon your own values and biases

Improve your written communication skills

Improve your oral communication skills

Improve your critical thinking/analytical skills

Improve your problem solving skills

Understand how communities and cities work or function

Comments on the above section:

**II. Course Relatedness**

1. What is the most important thing you have learned from your community-based learning experience?

2. How did this learning experience compare to doing the more traditional library term paper for a course?

3. Did your experience help you to gain a better insight into the material and concepts of the course? Please explain.

4. How do you feel about the community-based learning component of this course?

(Please circle the response closest to your feelings)

very positive somewhat positive somewhat negative very negative

5. Do you think that community-based learning is a valuable and appropriate learning component within this course?

yes no

**III. List the two or three most important activities you did as a part of your community placement. Then rate your performance for each task using the scale below. Write a brief comment explaining the rating of each item.**

best possible average/ not what it

performance satisfactory should have been

5 4 3 2 1

TASK RATING COMMENTS

1.

2.

3.

Do you expect to spend time volunteering after this semester is over?

yes no

**IV. Overall, what was the best aspect of your experience?**

**V. Site Evaluation**

Using this rating scale, please answer the following:

1. How would you evaluate your on-site supervision and training?

5 4 3 2 1

excellent adequate poor

Comments:

2. How efficient was the site supervisor at using your time?

5 4 3 2 1

excellent adequate poor

Comments:

3. Should the site be used again for students in the future?

yes no

Comments

**VI. Is there anything that could have been done to improve your community-based learning experience?**

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Community-Based Learning Agreement

Fall \_\_\_ Spring \_\_\_ Year \_\_\_\_\_

Name Phone

Service placement/Agency name

Phone Placement Contact Person

As a student enrolled in , your signature below states your commitment to the following:

1. hours of community service in the above named placement beginning as soon as possible but no later than the week of .

2. Specific hours will be determined mutually by the student’s schedule and the needs of the placement. HOWEVER, ONCE A SCHEDULE IS DETERMINED, THE STUDENT WILL ADHERE TO AGREED UPON DATES AND TIMES.

3. Student volunteer will comply with the agency standards and regulations set forth by contact person. Student volunteer will service in a professional manner with respect for others and an open, caring attitude. Student volunteer will be on time, call the placement if they cannot attend due to an illness, and will carry out assigned and agreed upon tasks or services. Student volunteer will abide by all policies of the placement, especially with regard to confidentiality.

4. If the student encounters any difficulties or concerns regarding this assignment, he/she will contact their professor or The Center for Community and Civic Engagement, 717-361-3025.

By signing below, the **service placement contact person** agrees to the following:

1. To provide orientation and necessary training to the student volunteer, thereby stating clearly the goals of the program agency and the needs of the population served.

2. To provide on-going support and direction, as appropriate, to the student volunteer.

3. To contact The Center for Community and Civic Engagement, 717-361-3025, with questions, concerns, and/or feedback about this project or the student volunteer.

By signing below, the **professor** agrees to the following:

1. To provide guidance to the student and agency by stating clearly the goals of the class.
2. **Send a copy of this agreement to the Center for Community and Civic Engagement.**

Together, we have agreed that the above student will serve in the above named placement, ending on or before , on the following day(s) during the week/weekend At the specific time(s)

Student Signature Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Placement Contact Person Signature Date

Faculty Signature Date \_\_\_\_\_\_\_\_\_\_\_\_\_

PLEASE RETURN THIS CONTRACT to your professor by (date)

Community-Based Learning Time Sheet

Year Semester \_\_\_\_\_\_\_\_\_\_

Student Name: Agency:

**Date Hours Worked Comments**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

**Total Hours Worked:**

Student’s Signature:

Supervisor’s Name & Phone Number:

Please print clearly

Supervisor’s Signature:

