All three criteria are necessary for a course to qualify as academic service-learning. If any of the three is absent, then it is either another form of community-based service and/or learning or an underachieving model of academic service-learning.

It is important to note that while service-learning courses may have other learning objectives and/or outcomes, such as in the social or affective domains, these are not *necessary* conditions for academic service-learning.

The bulk of the remainder of this workbook is devoted to these three criteria: amplifying on their meaning, and offering a planning process to establish learning objectives, learning strategies, and student learning assessment methods.

Matrix 1 below further illustrates the distinctiveness of academic service-learning relative to some other community-based student experiences.

MATRIX 1 — Distinguishing Characteristics of Some Common Student Community-Based Experiences

	Community Service	Enhanced Academic Learning	Purposeful Civic Learning
Volunteering or Community Service	Yes	No	No
Co-Curricular Service-Learning	Yes	No	Yes
Academic Service-Learning	Yes	Yes	Yes
Internship	Yes*	Yes	No

* Not all internships involve service in the community.

We now turn to a set of foundational resources that inform the overall service-learning course planning process.

Worksheet 1 Instructions

Establishing Academic Learning Objectives
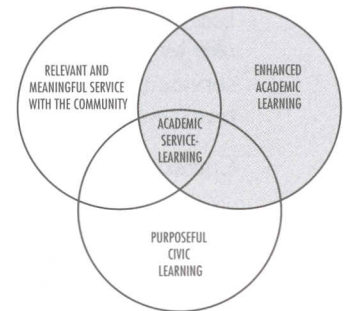
What are the possible ways that student involvement in meaningful and relevant community service can enhance academic learning in a service-learning course?

The addition of community service to an academic course can strengthen the realization of existing academic learning objectives as well as offer a myriad of new academic learning possibilities. To strengthen the realization of existing academic learning objectives, service in the community is an opportunity to apply, contrast, or complement more traditional course learning resources. To enable new academic learning opportunities, the possibilities are almost limitless.

On the next page we have identified five general academic learning goal categories in which service-learning can enhance academic learning in a course:

(1)   Course-Specific Academic Learning

(2)   Generic Academic Learning

(3)   Learning How to Learn

(4)   Community Learning

(5)   Inter- and Intra-Personal Learning

Worksheet 1 on pages 28 and 29 identifies some possible learning objectives for your service-learning course. The learning objectives specified in this list, far from exhaustive, may stimulate your thinking about other possible academic learning objectives that are not included in the list.

Your assignment is to determine learning objectives that will enhance student academic learning in your course. Review the entire list and then select ones that fit your particular course. If you have a syllabus for your course, refer to it as you work on this activity.

Some readers may find it useful to follow the order of learning goal categories in the worksheet. Others may find it useful to start at various other places in the list. Please proceed with this worksheet in any manner that is conducive to your setting of learning objectives that will enrich academic learning in your service-learning course.

Please note that, generally speaking, in traditional courses, learning objectives are focused on what we've labeled "Course-Specific Academic Learning" and "Generic Academic Learning." Learning objectives in these goal categories are to be included in service-learning courses, too, but may be re-shaped in ways that consider the addition of the community service assignment. We also recommend that you consider choosing at least one from the other three general learning goal categories (which, in general, are precluded in courses in which there is no community service assignment).

WORKSHEET 1 Establishing Academic Learning Objectives

A. Course-Specific Academic Learning

Learning objectives under this goal category include knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the numbered spaces below, reflect on how service in the community might strengthen one or more of them or enable new ones, and then jot these revised and/or additional objectives in the unnumbered spaces below. (See section C below to stimulate your thinking.)

Current Academic Learning Objectives

1. _____

2. _____

3. _____

4. _____

Revised Academic Learning Objectives

_____

_____

_____

B. Generic Academic Learning

Learning objectives under this goal category include knowledge and skills that are learned in and are instrumental for all college courses. Which ones of these (or similar ones) are important in your service-learning course? (Some of these may have been identified in the list above.)

1. Critical thinking skills
2. Problem-solving skills

3. _____

4. _____

C. Learning How to Learn

Learning objectives under this goal category include knowledge and skills that build learning capacity. Which ones of these (or similar ones) are important in your service-learning course?

1. Learning to become an active learner
2. Learning to be an independent learner
3. Learning how to extract meaning from experience
4. Learning how to apply academic knowledge in the real world
5. Learning how to integrate theory and experience
6. Learning across disciplines

7. _____

8. _____

D. Community Learning

Learning objectives under this goal category include knowledge and skills that can only be learned in the community. Which ones of these (or similar ones) are important in your service-learning course?

1. Learning about a particular community or population in the community
2. Learning about a particular social issue (e.g., homelessness)
3. Learning about the provision of social services in a particular community
4. Learning about a particular agency or grass-root effort

5. _____

6. _____

E. Inter- and Intra-Personal Learning

Learning objectives under this goal category are critical to the development of the whole learner and are valued in a broad liberal arts education. Which ones of these (or similar ones) are important to include as learning objectives for your service-learning course?

1. Learning how to work collaboratively with others
2. Learning about other groups and cultures (diversity)
3. Exploring personal values, ethics, and ideology
4. Learning about self
5. Strengthening personal skills (e.g. listening, assertiveness, etc.)
6. Developing a sense of appreciation, awe, and/or wonder

7. _____

8. _____

Once you have concluded this worksheet you are in a position to know whether student involvement in community service can enhance academic learning in ways that you deem important for your course. If it can, then the next step is to identify methods to realize and assess students' academic learning.

If it cannot, then it is appropriate to question the advisability of service-learning for this course. Perhaps another course that either you or a colleague teach would be a better fit for service-learning.

If service-learning is a good fit with your course, please proceed to the next page.
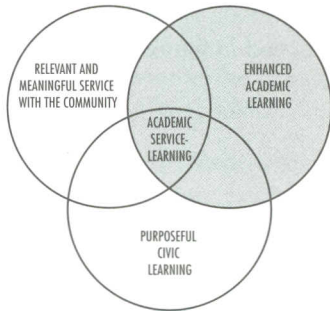
Worksheets 2A-2C Instructions

Learning Strategies and Assessment Methods

Now that you have decided that community service can enhance academic learning in your course, what strategies will enable students to realize enhanced academic learning, and you to assess it?

Setting learning objectives that enhance students' academic learning is only a first (albeit major) step, but by itself does not enhance academic learning.

Matrix 2 on the next page facilitates thinking about means to enable students to realize and demonstrate enhanced academic learning. This presentation will not look unfamiliar, as it reflects a planning process that instructors explicitly or implicitly undertake in designing any course. (We will be asking you to undertake a similar process for "purposeful civic learning" in the next section of the workbook).

For now, this matrix is meant as a panoramic view of the next steps involved in moving from the academic learning objectives you have set to realizing them and assessing the students' learning therefrom. Later we will ask you to return to it to aggregate all your learning strategies and assessment methods.

The matrix reflects two equally important steps: (1) Learning Strategies and (2) Assessment Methods.

1. Learning Strategies

   What learning strategies will achieve the enhanced academic learning objectives that you've established? Just attending class or doing community service will not enhance students' academic learning. Matrix 2 offers two columns for identifying such strategies - "Classroom Strategies" and "Student Assignments."

   A. Classroom Strategies- What activities in the classroom will enable students to meet academic learning objectives? Examples include small group discussions, one-minute reflection papers, and simulations. Principles 7,8, and 10 from pages 16-19 apply to classroom learning strategies.

   B. Student Assignments - What assignments outside of class will enable students to meet academic learning objectives? Examples include integrative papers, structured journals, and reflective interviews. Principles 4, 5, and 6 from pages 16-19 apply to classroom learning strategies.

2. Assessment Methods

    What methods will gauge enhanced academic learning? Matrix 2 offers one column for this - "Assessing Learning." Assessment methods may or may not correspond with student assignments, and may be formative or summative (see page 21). Examples of assessment methods include public policy papers, oral presentations, and group journals. Principles 1,2, and 9 from pages 16-19 apply to the assessment of learning.

Once the panoramic view reflected in the matrix on the next page is clear to you, you will be prepared to begin the process of identifying the various learning strategies and assessment methods for each of the learning objectives you established for your service-learning course on Worksheet 1 (pages 28-29). Turn to the page after the matrix to begin this next step.

MATRIX 2

Learning Strategies and Assessment Methods

Having set objectives to enhance academic learning in your service-learning course, Matrix 2 offers a panoramic view of next steps. To simplify completing this matrix, we have transferred each row of this grid to worksheets on the following pages.

Categories of Goals for Enhancing Academic Learning	OBJECTIVES	STRATEGIES		ASSESSMENT
	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Course-Specific Academic Learning				
Generic Academic Learning				
Learning How to Learn				
Community Learning				
Inter- and Intra-Personal Learning				

WORKSHEET 2A

Learning Strategies and Assessment Methods
Course-Specific Academic Learning
Generic Academic Learning

What learning strategies and assessment methods will you use for the objectives under "Course-Specific Academic Learning" and "Generic Academic Learning" that you identified on page 28?

Place your specific objectives from page 28 in the objectives column below. Then follow the instructions from page 30 to complete this page.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Category	**Specific Objectives**	**Classroom Strategies**	**Student Assignments**	**Assessing Learning**
Course-Specific Academic Learning				
Generic Academic Learning				

WORKSHEET 2B

Learning Strategies and Assessment Methods
Learning How to Learn
Community Learning

What are your learning strategies and assessment methods for the objectives under "Learning How to Learn" and "Community Learning" that you identified on pages 28 and 29?

Use the same process you used to complete the previous page.

| Goal Category | OBJECTIVES | STRATEGIES | | ASSESSMENT |
	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Learning How to Learn				
Community Learning				

WORKSHEET 2C

Learning Strategies and Assessment Methods
Inter- and Intra-Personal Learning

What are your learning strategies and assessment methods for the objectives included under "Inter- and Intra-Personal Learning," that you identified on page 29?

Use the same process you used to complete the previous page.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Category	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Inter- and Intra-Personal Learning				

MATRIX 3A · Purposeful Civic Learning Objectives

The categories of learning that contribute to purposeful civic learning are depicted in Matrix 3A below. As you see, purposeful civic learning objectives can be in the form of knowledge, skills, or values. This rubric is not exhaustive; are there other rows or columns that you would add? While we do not wish to have you complete this matrix until you have had a chance to do worksheets 3A – 3D, we also do not wish to crimp your style. So, if you find this way to depict civic learning objectives counter-productive, do not hesitate to create your own way to identify civic learning outcomes for your service-learning course.

L E A R N I N G   O B J E C T I V E S

Goal Categories for Purposeful Civic Learning	Knowledge	Skills	Values
Academic Learning			
Democratic Citizenship Learning			
Diversity Learning			
Political Learning			
Leadership Learning			
Inter- and Intra-Personal Learning			
Social Responsibility Learning			

On the next page an exemplar for each cell in the above matrix may be found.

MATRIX 3B — Exemplars - Purposeful Civic Learning Objectives

We offer below some sample direct and purposeful civic learning objectives to assist your efforts with the worksheets on the next pages. These are not meant to be prescriptive, but rather illustrative of what we have in mind for purposeful civic learning objectives that will prepare you for undertaking the next seven worksheets. Once you've had a chance to become familiar with the exemplars below, please proceed to the next page.

Please keep in mind that a total of three to six specific civic learning objectives is a reasonable target for a service-learning course. Fewer than three may have a negligible effect on students' civic development. More than six may compromise attention to the academic learning objectives of the course.

LEARNING OBJECTIVES

Goal Categories for Purposeful Civic Learning	Knowledge	Skills	Values
Academic Learning	Understanding root causes of social problems	Developing active learning skills	There is important knowledge only found in the community
Democratic Citizenship Learning	Becoming familiar with different conceptualizations of citizenship	Developing competency in identifying community assets	Communities depend on an active citizenry
Diversity Learning	Understanding individual vs. institutional "isms"	Developing cross-cultural communication skills	Voices of minorities are needed to make sound community decisions
Political Learning	Learning about how citizen groups have effected change in their communities	Developing advocacy skills	Citizenship is about more than voting and paying taxes
Leadership Learning	Understanding the social change model of leadership	Developing skills that facilitate the sharing of leadership roles	Understanding that leadership is a process, and not a characteristic associated with an individual or a role
Inter- and Intra-Personal Learning	Understanding one's multiple social identities	Developing problem-solving skills	Learning an ethic of care
Social Responsibility Learning	How individuals in a particular profession act in socially responsible ways	Determining how to apply one's professional skills to the betterment of society	Responsibility to others applies to those pursuing all kinds of careers

WORKSHEET 3A

Objectives that Contribute to Purposeful Civic Learning
Academic Learning
Democratic Citizenship Learning

On this page identify academic and democratic citizenship learning objectives that you would like to establish for the students in your service-learning course that can contribute to their civic learning. Some examples have been provided in the matrix on page 42. If you choose not to focus on either of these, skip to the next page.

LEARNING OBJECTIVES

Goal Categories for Purposeful Civic Learning	Knowledge	Skills	Values
Academic Learning			
Democratic Citizenship Learning			

WORKSHEET 3B

Objectives that Contribute to Purposeful Civic Learning
Diversity Learning
Political Learning

On this page identify diversity and political learning objectives that you would like to establish for the students in your service-learning course that can contribute to their civic learning. Some examples of diversity and political learning objectives that contribute to civic learning have been provided in the matrix on page 42. If you choose not to focus on either of these, skip to the next page.

Goal Categories for Purposeful Civic Learning	LEARNING OBJECTIVES		
	Knowledge	Skills	Values
Diversity Learning			
Political Learning			

WORKSHEET 3C

Objectives that Contribute to Purposeful Civic Learning
Leadership Learning
Inter- and Intra-Personal Learning

On this page identify leadership and inter-and intra-personal learning objectives that you would like to establish for the students in your service-learning course that can contribute to their civic learning. Some examples of leadership and inter- and intra-personal learning objectives that can contribute to civic learning are identified in the matrix on page 42. If you choose not to focus on either of these, skip to the next page.

LEARNING OBJECTIVES

Goal Categories for Purposeful Civic Learning	Knowledge	Skills	Values
Leadership Learning			
Inter- and Intra-Personal Learning			

WORKSHEET 3D

Objectives that Contribute to Purposeful Civic Learning Social Responsibility Learning

On this page identify social responsibility learning objectives that you would like to establish for the students in your service-learning course that can contribute to their civic learning. Some examples of social responsibility learning objectives that can contribute to civic learning are identified in the matrix on page 42. If you choose not to focus on social responsibility learning that contributes to civic learning, skip this page.

Goal Categories for Purposeful Civic Learning	L E A R N I N G O B J E C T I V E S		
	Knowledge	Skills	Values
Social Responsibility Learning			

MATRIX 4

Learning Strategies and Assessment Methods

Having established learning objectives for purposeful civic learning for your service-learning course, a panoramic view of next steps is offered in this matrix. There is no need to complete this matrix at this time. Each of the next set of worksheets consists of two rows each of this matrix.

Goal Categories for Purposeful Civic Learning	OBJECTIVES	STRATEGIES		ASSESSMENT
	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Academic Learning				
Democratic Citizenship Learning				
Diversity Learning				
Political Learning				
Leadership Learning				
Inter- and Intra-Personal Learning				
Social Responsibility Learning				

WORKSHEET 4A

Learning Strategies and Assessment Methods
Academic Learning
Democratic Citizenship Learning

What are your learning strategies and assessment methods for the "Academic Learning Objectives" and "Democratic Citizenship Learning Objectives" that you identified on page 43?

Follow the instructions from pages 30–31 to complete this chart.

Goal Categories for Purposeful Civic Learning	OBJECTIVES	STRATEGIES		ASSESSMENT
	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Academic Learning				
Democratic Citizenship Learning				

WORKSHEET 4B

Learning Strategies and Assessment Methods
Diversity Learning
Political Learning

What are your learning strategies and assessment methods for the "Diversity Learning Objectives" and "Political Learning Objectives" that you identified on page 44?

Follow the instructions from pages 30-31 to complete this chart.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Categories for Purposeful Civic Learning	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Diversity Learning				
Political Learning				

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WORKSHEET 4C

Learning Strategies and Assessment Methods
Leadership Learning
Inter- and Intra-Personal Learning

What are your learning strategies and assessment methods for the "Leadership Learning Objectives" and "Inter- and Intra-Personal Learning Objectives" that you identified on page 45?

Follow the instructions from pages 30-31 to complete this chart.

Goal Categories for Purposeful Civic Learning	OBJECTIVES	STRATEGIES		ASSESSMENT
	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Leadership Learning				
Inter- and Intra-Personal Learning				

WORKSHEET 4D

Learning Strategies and Assessment Methods
Social Responsibility Learning

What are your learning strategies and assessment methods for the "Social Responsibility Learning Objectives" that you identified on page 46?

Follow the instructions from pages 30-31 to complete this chart.

	OBJECTIVES	STRATEGIES		ASSESSMENT
Goal Categories for Purposeful Civic Learning	Specific Objectives	Classroom Strategies	Student Assignments	Assessing Learning
Social Responsibility Learning				

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