



**Center for
Academic**



Ceramics project with Powell Elementary School, Fall 2016

Information Packet for Co-Educators

Service-Learning: *Where the Cornerstones Connect*

Academic service-learning builds **community** by developing positive, reciprocal relationships between Azusa Pacific University and the local, national, and international private and public sectors in order to enhance **scholarship** of faculty, students, and community partners through **service** activities, which integrate faith in **Christ** with service and learning.

Beyond the difference being made within the community, service-learning positively affects the academic careers of students. Through engaged learning, students increase their understanding of the course material; through real-life experience in the field, they are better prepared for their vocation, resulting in increased employability.

During the 2017-18 school year, **3,341** students in **185** classes within **24** different departments of Azusa Pacific University contributed **46,700** hours of service to over **90** community partners. This large scale impact on the community could not happen without partnership and support of committed faculty and community partners!

**CHRIST • SCHOLARSHIP
COMMUNITY • SERVICE**

What is Academic Service-Learning

Academic Service-Learning Defined

a teaching and learning method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to the course content, with a focus on:



Connecting Theory to Practice



Critical Reflective Thinking



Personal & Civic Responsibility



Faith Integration



Relationship to Planned Vocation

Service-Learning Project Quote

"I really learned what it is to be a teacher. I made lessons plans, practiced time and classroom management, and interacted with students. I also learned how to work with other "teachers" by discussing lesson ideas with my group and working towards achieving our goals." -ENGL 436 Student



GENERAL TIMELINE

**BEFORE
TERM BEGINS**

- Finalize logistics & update specific roles on Co-Education Plan.
- Faculty send syllabus to SLA and community partner.
- Service-Learning Orientation & Evaluation dates scheduled.

**BEGINNING
OF TERM**

- Co-Education Plan completed & sent to faculty and community partner(s).
- SLA lead a 15-minute S-L Orientation.
- On-site orientation hosted by community partner(s) as necessary.
- Upcoming semester schedule draft due to Registrar; schedule published & student registration begins.

MID-TERM

- Upon completion of the project, Service-Learning Evaluation in class facilitated by SLA.
- Faculty and Community Partner Feedback Surveys distributed and collected.
- Prepare next semester's projects & draft Co-Education Plans.
- Faculty (and community partner, as appropriate) verify student participation & completion of S-L requirements for service credit approval.

END OF TERM

- Report of student evaluations & Co-Education Summary prepared and sent by SLA.
- University service credits uploaded to students' accounts.

IMPACT AND LEARNING OUTCOMES

5 Factors That Make Service-Learning Transformational:

Peter Felten, Patti H. Clayton, Chapter 8, "Service-Learning", *New Directions for Teaching and Learning*, No. 128, Winter, 2011, Wiley Periodicals, Inc.

1 Learning Goals

Learning and service goals are appropriate and

2 Alignment

Student work is designed so that goals, experience in the community and in the classroom, reflection activities and assessment are aligned and complementary

3 Collaboration

The community partnership is collaborative throughout, from initial planning to completion

4 Integration

The experience is integrative, bridging what students do in and out of class and connecting perspectives and knowledge from the full range of participants

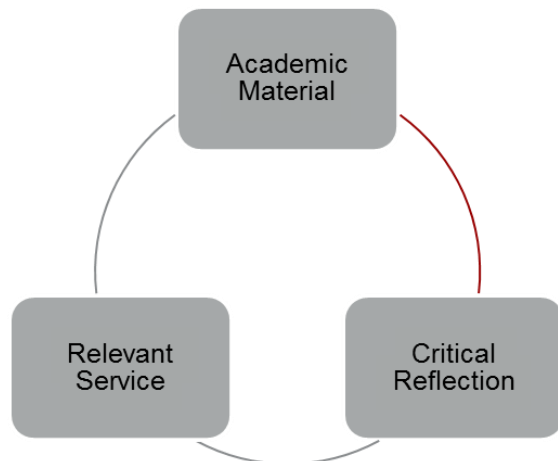
5 Flexibility

The pedagogy is intentionally designed yet flexible enough to accommodate dynamic situations and to respond to capacity-building needs and opportunities for everyone involved

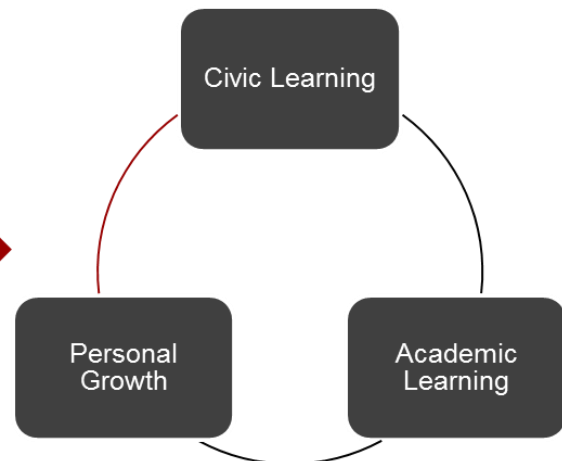
Conceptual Framework of Service-Learning

(adapted from Ash and Clayton, 2009b)

Components of Service-Learning



Learning Goal Categories

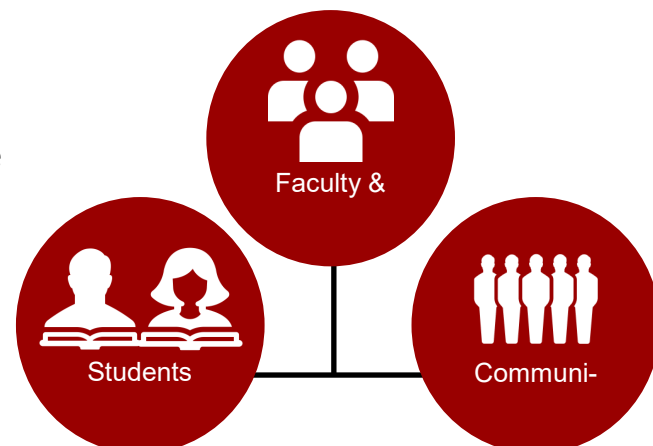


Community Partners as Co-Educators in Service-Learning

Nola L. Freeman, 2003. *A Meeting of Minds • A Handbook for Community-Campus Engagement*

In true service-learning, the roles of faculty and of the community partners are vital in the academic, civic, and personal learning of the students. Community organizations/agencies/schools have assets and strengths upon which to build a solid learning experience for the student.

- As a co-educator, the community partner with the expertise derived from education and practical experience can enable students to ground the theories and methods studied through text and lecture in real life situations.
- Thus, in truly reciprocal service-learning relationships the community partner plays an educational role that is a critical addition to that of the classroom.



GENERAL ROLES AND RESPONSIBILITIES *

FACULTY, APU

- Verify* that the course is assigned the “Service-Learning Course” designation with the department
- Design & Implement* service-learning projects that contribute to the goals and learning outcomes of a chosen course
- Include* service-learning as an integral part of the syllabus and grading system
- Demonstrate* the connection between service-learning activities and course objectives
- Collaborate* with Community Partners in the co-education of the students
- Facilitate* student reflection activities that relates service-learning to the course
- Provide* adequate time for a service-learning Orientation and Evaluation during class time
- Verify* student participation and service credit approval at the end of the project for undergraduate students

COMMUNITY PARTNERS

- Collaborate* with APU faculty and CASL to implement service-learning projects on and off-campus
- Serve* as a co-educator of APU students
- Communicate* any concerns with APU faculty & Service-Learning staff
- Participate* in the evaluation of the service-learning partnership through the community partner feedback form

SERVICE-LEARNING STAFF, CASL

- Verify* service-learning projects and partners
- Work* with faculty to determine the scope and objectives of the service-learning experience, identifies appropriate partners, and evaluates the effectiveness of programs
- Assist* faculty to develop and improve service-learning projects
- Provide on-going* support for SLAs, faculty, and community partners
- Address and resolves* issues that arise during service-learning projects
- Serve* as a primary point of contact for urgent matters relating to service-learning projects and programs

SERVICE-LEARNING ADVOCATE, CASL

- Work* with faculty to prepare orientation materials
- Conduct* service-learning Orientations and Evaluations
- Coordinate* placement of APU students at appropriate agencies (if necessary)
- Provide* project support through site visits, mid-project check-ins, end-of-project reports, co-education summaries, collecting service credit verification, etc.
- Oversee* paperwork and inputting evaluation data

**Project-specific roles & responsibilities outlined on the Co-Education Plan for each course*

THE STUDENT VOICE

Education to Vocation:

Service-Learning & Employability

Service-learning provides excellent opportunities for students to develop skills and gain experience in the following 14 traits that potential employers have identified as desirable qualities in employees. In support of APU’s “Education to Vocation Initiative,” in 2017-18 students were asked to indicate the **top five** traits they demonstrated in their service-learning experience. Evaluations returned by 2,444 students, representing 24 disciplines provided the following rankings.

