

Service-Learning Model Model Description and Guidelines

Description:

This model is suitable for students in any course. In this model, the student is responsible for providing service to an agency or organization which is working to alleviate the problems associated with a substantive community concern/social issue. The student is responsible for researching the basis for the problem and/or the effectiveness of the solution(s). In addition, the student should reflect on the value this project had to his/her social and academic development. The service and research components of this model should be substantive and well-researched and may be highly collaborative between faculty and student.

Sequence for Service-Learning Activity:

- (1) Identify Service Site(s)
- (2) Communicate with Agency to set up expectations and a plan for service
http://www.palmbeachstate.edu/Documents/Service_Learning/CommunityPartnerHandbook.pdf
- (3) Document Service (minimum of 15 hours)
http://www.palmbeachstate.edu/Documents/Service_Learning/Student%20Log%20Sheet.pdf
- (4) Evaluate Learning and Service Site(s)
http://www.palmbeachstate.edu/Documents/Service_Learning/Student%20Site%20Evaluation.pdf

Resources: For an introduction to Service-Learning at The College, visit <http://www.palmbeachstate.edu/x10427.xml>. Ideas for combining service learning with various academic courses are available at <http://www.fiu.edu/~time4chg/Library/ideas.html>.

Documentation:

The project must include a minimum of five (5) scholarly published sources. These sources may be academic journals, books, major newsmagazines, or newspapers. The five sources cannot be encyclopedias or dictionaries, although these may be used in addition to the five. References should be properly cited either in MLA or APA style (professor's choice). The sources may either be incorporated into the reflective journal or appended to the journal in an annotated bibliography.

Guidelines: This model requires a 2,000 to 5,000 word reflective journal that includes answers to ten (10) specific questions. Five of the questions should be:

- (1) What happened? What did you see and hear?
- (2) What did you feel? Did your feelings change by the end of the project?
- (3) What did you learn? What did you learn that you could not have learned in the classroom?
- (4) So what? What difference did your involvement make?
- (5) Now what? What happens next?

The remaining 5 questions should be given by the directing professor and relate to the student's research. The paper must be well written with proper grammar, spelling and punctuation. The student will present the project orally to the class. It will be the responsibility of the student and the directing professor to assure that these guidelines have been met before the paper is submitted to the Honors College office.

Checklist for Service-Learning Model:

- ✓ The Service-Learning is directly related to the course objectives.
- ✓ The reflection paper is at least 2000 words
- ✓ At least 5 scholarly secondary sources have been used and are listed in the References.
- ✓ The project and reflection paper have been presented in class
- ✓ The sources are correctly formatted in either MLA or APA style.