



FACULTY GUIDE TO DESIGNING A SERVICE-LEARNING COURSE

IT'S ABOUT ENGAGEMENT INITIATIVE: SERVICE-LEARNING

Prepared by the KSU Center for Excellence in Teaching and Learning, Scholarly Teaching
in conjunction with the Department of Student Leadership and Service

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INTRODUCTION

IT'S ABOUT ENGAGEMENT INITIATIVE

Success is more about what you do while you are in college and less about what college you attend. A recent study showed that the most successful students are those who participate in undergraduate experiences such as internships, undergraduate research, and service learning. These engaged learning opportunities allow students to take what they learn in the classroom and apply it to the real world. Through **internships**, **undergraduate research**, and **service-learning**, students also gain unparalleled opportunities to hone their critical thinking and communication skills. More importantly, these opportunities pay dividends for students well beyond graduation. At Kennesaw State, we believe that doing is the key to learning, which is why we are focused on increasing the number of engaged learning opportunities and giving more students the chance to learn by doing.

SERVICE-LEARNING AT KSU

Service-Learning is a common pedagogical strategy used to operationalize community-based learning in curricular programs. “In these programs, field-based ‘experiential learning’ with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life” (AAC&U). In essence, service-learning is an intentional and collaborative pedagogical practice that engages students in structured service to address an identified community need and help them “gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bingle and Hatcher, 1996, p.112).

KSU SUPPORT FOR SERVICE-LEARNING

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IT'S ABOUT ENGAGEMENT INITIATIVE

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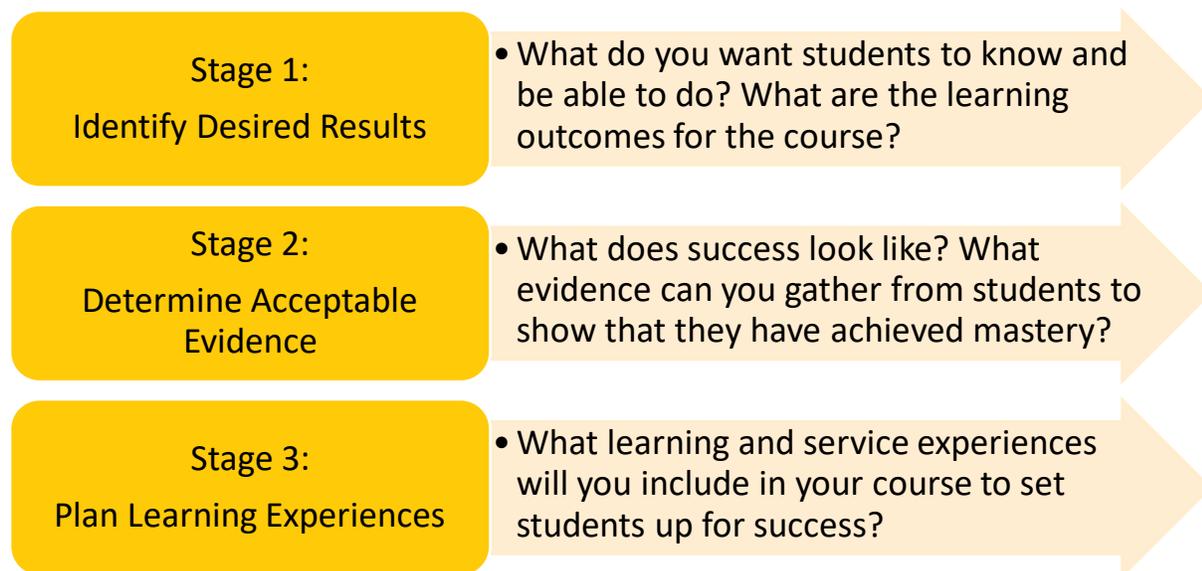
BACKWARD DESIGN AND SERVICE-LEARNING

OVERVIEW OF BACKWARD DESIGN

“Having a clear goal helps to focus our planning and guide purposeful action toward the intended results” Wiggins & McTighe, 2005

As educators, we design learning experiences for our students. Wiggins and McTighe (2005) propose the concept of backward design as a process in which the educator focuses first on what they want students to know at the end of the course. Rather than developing a course calendar for the semester based on topics to cover, chapters to be read, and homework or papers that need to be completed, backward design begins with determining what results you want students to achieve.

Backward Design



In the **first stage: “Identify Desired Results,”** as educators we must make choices about what the primary goals and outcomes of the course are. You can find more information about how to clarify your priorities relevant to this particular course in the sections below on Writing Course Goals and Developing Student Learning Outcomes.

In the **second stage: “Determine Acceptable Evidence,”** you should determine what you will accept as evidence of student learning. Rather than relying on one major project or final exam, Wiggins and McTighe (2005) encourage educators to collect evidence throughout the course within each unit or module to determine if learning is taking place along the way. This step is sometimes referred to as “assessment” and can take the form of summative or formative assessments. Formative assessments are touchstones specifically spread throughout a course to determine if and how well students are

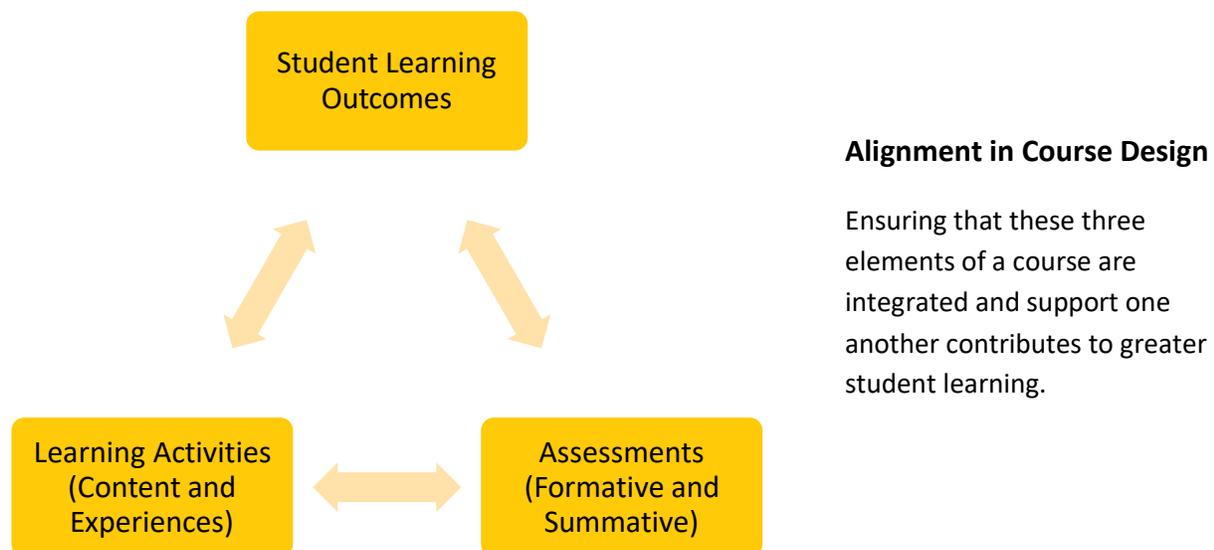
performing in the course. Some example of summative assessments are cumulative items like unit tests, final exams, or term papers. For more information on assessments, please read the section below on Assessing Student Learning.

It is not until the **third stage: “Plan Learning Experiences,”** of the backward design orientation that you should begin choosing your content and planning your learning activities. These choices should be made intentionally and in service of achieving the learning outcomes in ways that can be demonstrated through the chosen assessments.

CONSTRUCTIVE ALIGNMENT

Biggs (2003) proposed the concept of constructive alignment, acknowledging that meaning is not something that is bestowed on the learner from the teacher, but rather that students have to “construct” meaning for themselves. He encourages educators to design learning experiences in such a way that students are “trapped” and cannot escape the course without learning what the instructor intended them to learn.

Applying the process of backward design contributes to the alignment of three key components of any course: the learning outcomes stated, the assessments given, and the content and activities included (Fink, 2010). If any of these elements is out of alignment, students may struggle to understand the connection between what they are doing in class and how that is contributing to their performance on assessments or achieving the course’s stated outcomes.



AS YOU DESIGN YOUR SERVICE-LEARNING COURSE, BEGIN WITH THE END IN MIND.

ELEMENTS OF SERVICE-LEARNING COURSES

As you work through the design of your service-learning course, you will likely discover that it is an iterative process. The addition of a community-partner in the development of a mutually beneficial project will influence the way you plan and facilitate the course. The backward design process detailed in this guide encourages you to reflect on the choices you have made and revise your course plan along the way. Though there are a variety of definitions of service-learning in the literature, Clayton (2011) recognizes six essential elements of service-learning pedagogy, illustrated below.

Essential Elements of Service-Learning Pedagogy (Quoted from Clayton, 2011)

Integration of learning goals and service goals

Academic learning goals supplemented with at least civic learning goals and often other categories of learning as well (e.g., personal growth, professional development, intercultural competence, ethical inquiry, research skills)

Organized, structured process

Reciprocal (co-created) collaboration among students, faculty/staff, community members, and institution that fulfills collective objectives and builds capacity among all partners

Critical reflection

Duration and intensity sufficient to produce meaningful learning and service outcomes

A more comprehensive way for faculty to consider service-learning pedagogy was proposed by Howard (1993). These ten “Principles of Good Practice for Service-Learning Pedagogy” guide instructors in thinking about how their service-learning course will differ from a volunteerism experience embedded in a traditional course.

Principles of Good Practice for Service-Learning Pedagogy (Howard, 1993)

1. Academic credit is for learning, not for service
2. Do not compromise academic rigor
3. Establish learning objectives
4. Establish criteria for the selection of service-placements
5. Provide educationally-sound learning strategies to harvest community learning and realize course learning objectives
6. Prepare students for learning from the community
7. Minimize the distinction between the students' community learning role and classroom learning role
8. Rethink the faculty instructional role
9. Be prepared for variation in and some loss of control with student learning outcomes
10. Maximize the community responsibility orientation of the course

SERVICE-LEARNING COURSES FULLY INTEGRATE THE SERVICE INTO THE OBJECTIVES, ASSESSMENTS, AND LEARNING ACTIVITIES OF THE COURSE.

WRITING SIGNIFICANT COURSE LEARNING GOALS

The first step in the backward design process is to write course goals that clarify what you believe are the most important things your students should learn and be able to do at the end of your course. Establishing these overarching goals allows you to show your students how the things they are doing in your course connect with the service they will be engaging in with the community partner, as well as connecting course goals to their future careers and lives. Establishing and measuring student achievement of these goals also allows you to more effectively revise your service-learning course using accurate information based on how well your students are able to accomplish the course goals.

Some questions to consider when writing your service-learning course goals

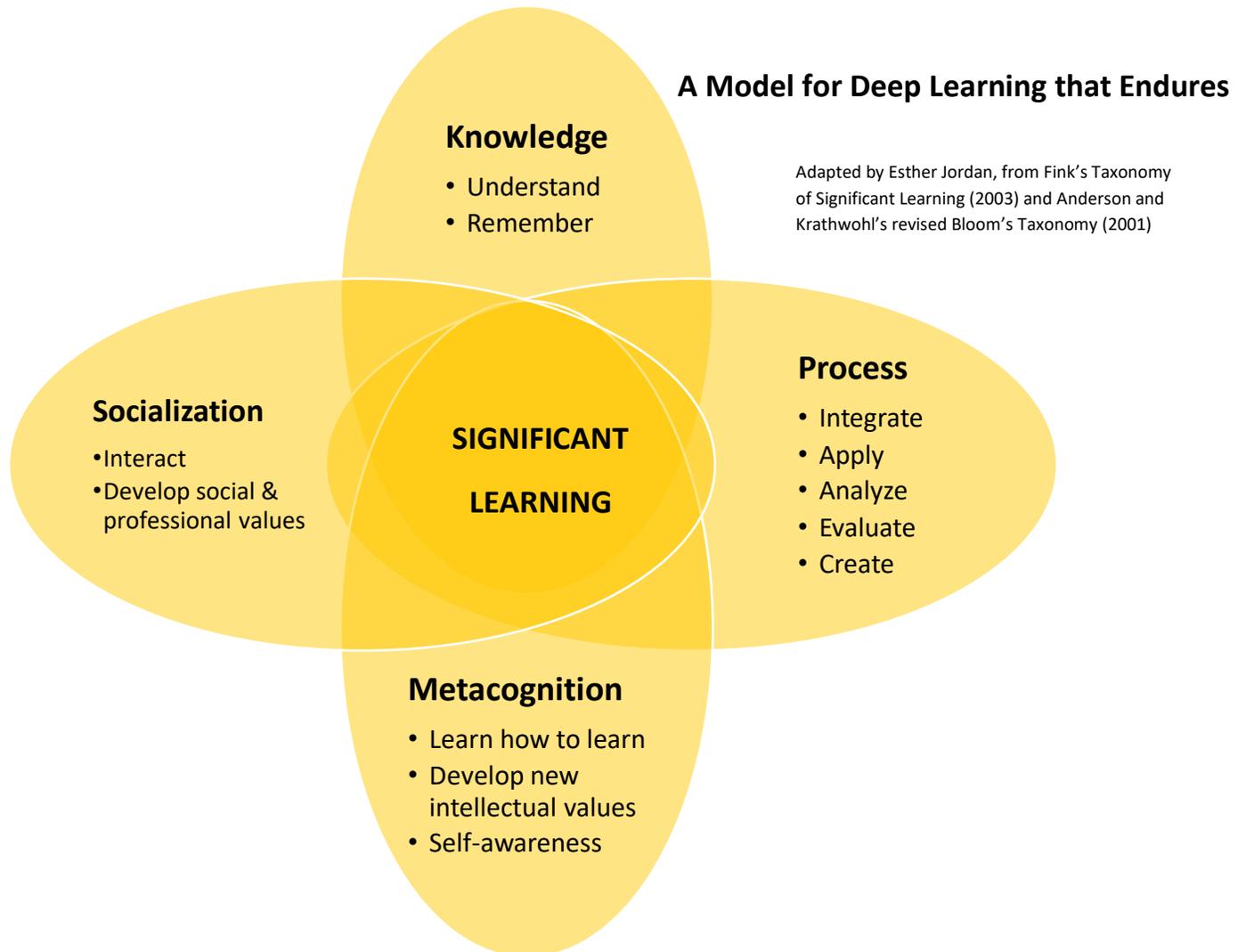
Academic goals and objectives

- What are key things students should know?
- What the key things student should be able to do?

Professional goals and objectives

- Why are students learning this content?
- What professional skills for the field can students develop?
- What attitudes might students develop?

Research on student learning suggests that your course goals should encompass the range of knowledge and skills visualized in the graphic below. Establishing significant learning goals assists students in seeing the value of the service-learning experience and the service-learning course.



Finally, service-learning course goals should include the following properties:

- Have a clear purpose
- Use action words
- Describe meaningful learning
- Be easily understandable to students
- Result in observable behaviors and products

WRITING STUDENT LEARNING OBJECTIVES

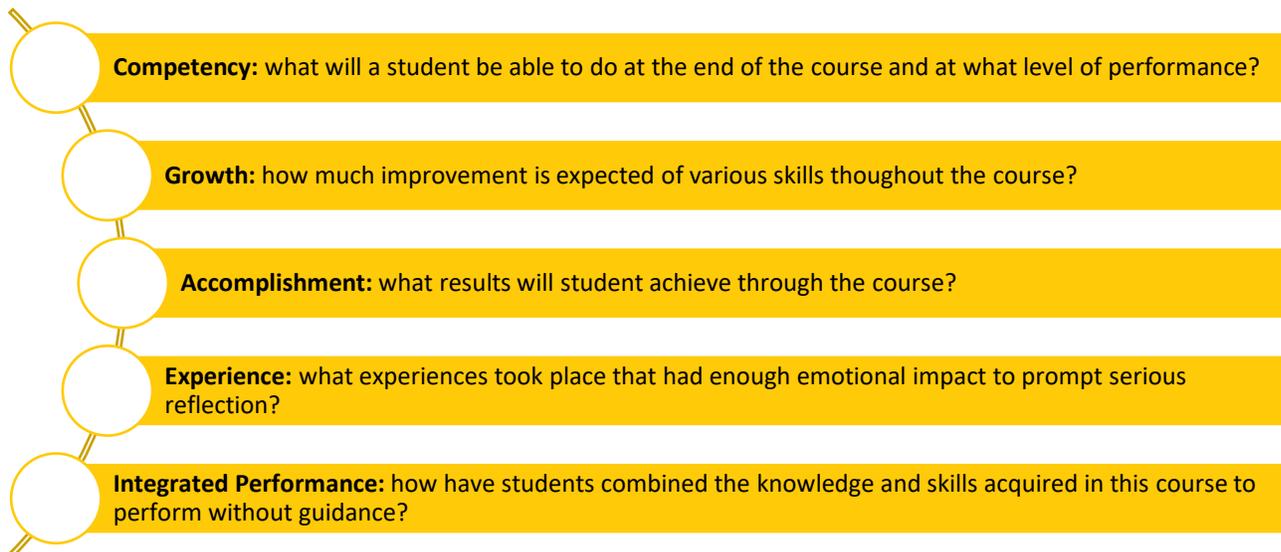
Once you have established significant learning goals for the students in your service-learning courses, you can begin applying those goals in service of writing your course's student learning objectives. Whereas course goals are broad and connect the course to students' future careers and other academic experiences, student learning objectives are specific to the course at hand. Quality learning objectives provide clarity to students and a reference point for you as the instructor, by which you can measure student performance.

Quality student learning objectives include all of the following criteria:

- Define the **purpose** of the course
- Describe behaviors that are **observable** and **measurable**
- Use **clear** language and avoid academic and disciplinary jargon
- Describe **meaningful** learning across multiple levels of Bloom's Taxonomy
- Include **action words** that describe what the student will know and be able to do as a result of the course

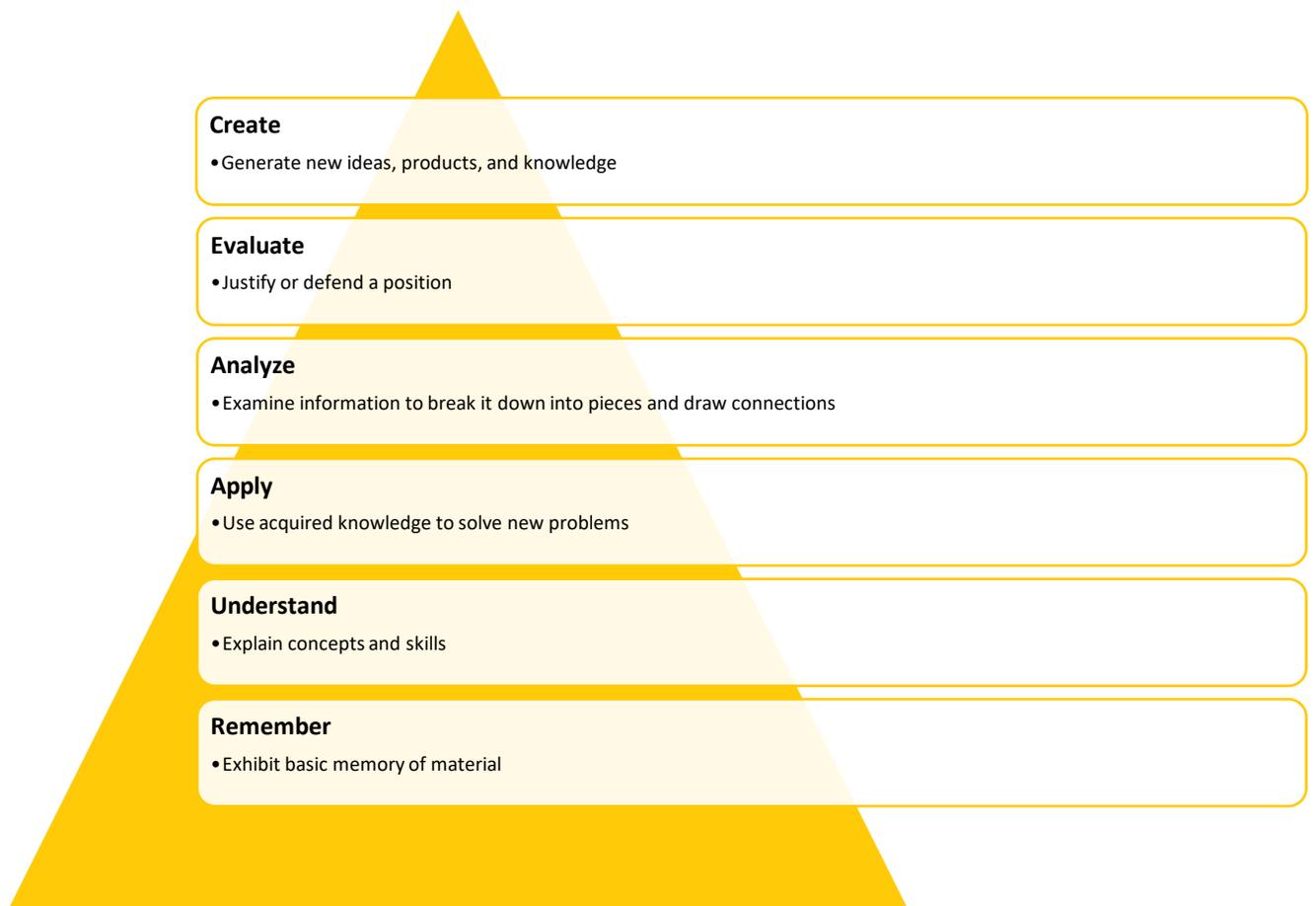
There are also multiple types of learning objectives that address various things you will want your students to achieve over the course of the semester. After you have written your objectives, determine if you have addressed each type and if you need to consolidate or add another to ensure a full spectrum of learning is taking place in your service-learning course.

Types of Learning Objectives



BLOOM'S TAXONOMY

Bloom's Taxonomy of Learning organizes learning into six levels of increasing complexity. Depicted graphically as a pyramid, the lowest levels serve as the foundation for the higher levels which call for deep learning. By using Bloom's Taxonomy to design and reflect upon your course learning objectives, you can ensure that you are building a foundation of learning for your students and asking them to demonstrate that they can use that foundation to operate at higher levels of learning, as well. You may want to map the learning objectives for your service-learning course to the taxonomy below to identify where you have gaps, overlap, and duplication.



Bloom's Revised Taxonomy

ACTION WORDS FOR LEARNING OBJECTIVES

As educators, we cannot look into our students’ brains to see whether or not they have learned something. Rather, we must ask them to complete tasks that demonstrate their learning in a variety of ways. As you are writing learning objectives for your service-learning course, use action words to clarify how students will demonstrate their learning in observable and measurable ways. The chart below includes a selection of action words (in relation to Bloom’s taxonomic levels) which you may find helpful as you draft your objectives (selected from a comprehensive list found at <http://uwf.edu/cutla/SLO/ActionWords.pdf>).

Remember	Understand	Apply	Analyze	Evaluate	Create
Count	Associate	Apply	Analyze	Appraise	Build
Define	Compute	Calculate	Arrange	Assess	Compose
Describe	Convert	Classify	Categorize	Compare	Combine
Draw	Defend	Complete	Combine	Conclude	Connect
Identify	Discuss	Demonstrate	Detect	Contrast	Construct
Label	Distinguish	Discover	Develop	Criticize	Design
List	Estimate	Examine	Diagram	Critique	Devise
Match	Explain	Graph	Differentiate	Determine	Integrate
Name	Generalize	Manipulate	Discriminate	Interpret	Modify
Outline	Give examples	Modify	Dissect	Judge	Plan
Recall	Infer	Operate	Group	Justify	Prescribe
Recognize	Paraphrase	Prepare	Illustrate	Measure	Program
Record	Predict	Produce	Infer	Rank	Propose
Repeat	Revise	Show	Organize	Rate	Revise
Reproduce	Summarize	Solve	Relate	Support	Rewrite
Select		Translate	Separate	Test	Transform
State		Use			
Write					

LEARNING OBJECTIVES IN SERVICE-LEARNING COURSES

“Student learning outcomes [in service-learning courses] should reflect both the learning needs associated with the course and the needs of the community partner”
UT Knoxville CTI

In a service-learning course, community partners are viewed as “co-educators” and are an additional element in the course design process who must be consulted as the goals and objectives of the course project are determined. Your service-learning project, goals, and objectives should be developed in conjunction with your community partner and with your specific project in mind considering the needs and benefits of all involved (K-H Partnerships Toolkit. Concord, NH: Campus Compact for New Hampshire (www.compactnh.org/resources/htm)).

DETERMINE ACCEPTABLE EVIDENCE: ASSESSING STUDENT LEARNING

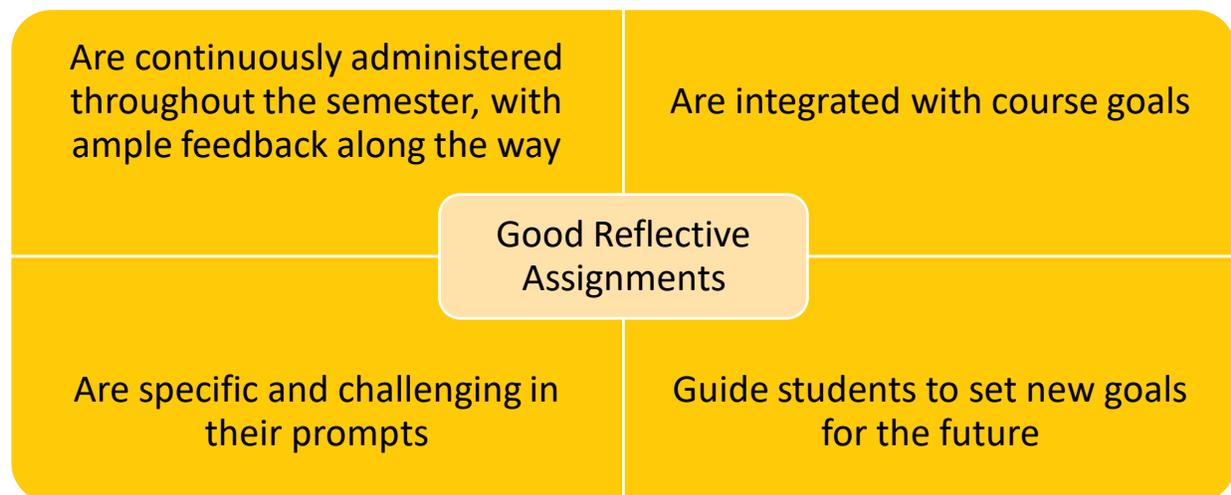
Now that you have established the learning objectives for your service-learning course, you can begin to think about how you will assess whether or not students have met those objectives. Because service-learning courses take place both inside the classroom and outside in the field, you will likely need to consider a variety of assessment types throughout the course. Furthermore, scholars have found that reflection is a key aspect of student learning in any engaged course experience and therefore a reflective assessment of some kind, especially one that continues throughout the semester, will not only assess student learning, but will contribute to it. Finally, remember you are evaluating the learning that students have done in the course, not the service they have performed (Valliant, 2018).

STUDENT REFLECTION IN SERVICE-LEARNING

“Reflection is the element that turns experience into learning”

Schon, 1983

For nearly one hundred years, learning scholars have recognize that reflection is a key aspect of learning. John Dewey (1933) described reflection as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends.” More recently, evidence shows that reflection is a valuable element of High-Impact Practices in higher education (Hosein & Rao, 2017; Imafuku, Saiki, Kawakami, & Suzuki, 2015). Research shows that it is not enough for students to have experiences, they must then reflect upon those experiences and articulate what they have learned in order to reap the full benefits of HIPs (DiStefano, Gino, Pisano, & Staats, 2016).



As you design your service-learning course, consider how you will purposefully integrate reflection into your course throughout the semester. Some examples of reflective assignments that you might consider using as assessments include journals, reports, discussions, and essays. Your course and context will determine the most applicable and effective form of reflection for your students.

If your service-learning course will be designated as part of the KSU *It's About Engagement* Initiative, you must include a reflective assignment. The learning outcomes that have been designed for assessing *It's About Engagement* Critical Reflection Assignments can be found below. As you are designing your service-learning course, aim to intentionally combine the learning outcomes for the critical reflection assignment with the learning outcomes you wrote for the course. This will lessen the number of outcomes you are trying to achieve and ensure better alignment between the service-learning course goals, chosen assessments, and learning activities.

The following outcomes were developed by the KSU *It's About Engagement* team and a rubric designed to assess these course outcomes in the critical reflection assignment can be found in Appendix A and on the *It's About Engagement* website here: <http://engagement.kennesaw.edu>

Critical Reflection Student Learning Outcomes

Educational Value:

Students will cite meaningful and valuable connections of their HIP experiences to their overall educational preparation.

Connectedness Insights:

Students will gain new insights on the connectedness and integration of the academic preparation of their disciplines of study to the applied settings of their HIP experiences.

Integrated Problem-Solving:

Students will build upon prior knowledge and experiences to respond effectively to the new and challenging demands of the HIP settings.

Values Growth:

Students will demonstrate growth in professional and personal core values and sense of self as a result of their HIP experience

SPECIAL ASSESSMENT CONSIDERATIONS IN SERVICE-LEARNING

It is important to anticipate that a variety of challenges might arise during a service-learning course that may impact students' abilities to complete the planned assessments. Remember that the addition of a community-partner and their constituents is an added dimension of complexity in service-learning courses. The complications that could potentially arise may be unforeseen and pivots may need to be made as the course and service-learning experience unfolds. Consider how you can be flexible in altering assessments and learning activities while maintaining your focus on the learning objectives of the course. Planning for changes that may occur and envisioning a variety of scenarios that may arise will help you feel more prepared if obstacles do emerge.

What could go wrong?

- Think through a variety of potential obstacles from all perspectives (i.e. student, faculty, institution, community partner)

What can we do instead?

- In case there is a change in your established plan, have a back-up plan ready to go that maintains alignment with your goals and objectives

How are things going?

- Develop processes for seeking and integrating feedback from students and community partners on a consistent basis

“Teaching is simply a catalyst for learning”
Biggs, 2003

Once you have established the service-learning course objectives and decided on how you will assess your students’ achievement of those outcomes, you are ready to begin choosing how your students will experience the learning in your course. This is the part we usually think of as “teaching”—delivering the content and facilitating the activities. As you plan activities in your service-learning course, there are many things to keep in mind, particularly the needs of your community partner and the service-learning project you have developed with them.

SCAFFOLDING LEARNING EXPERIENCES

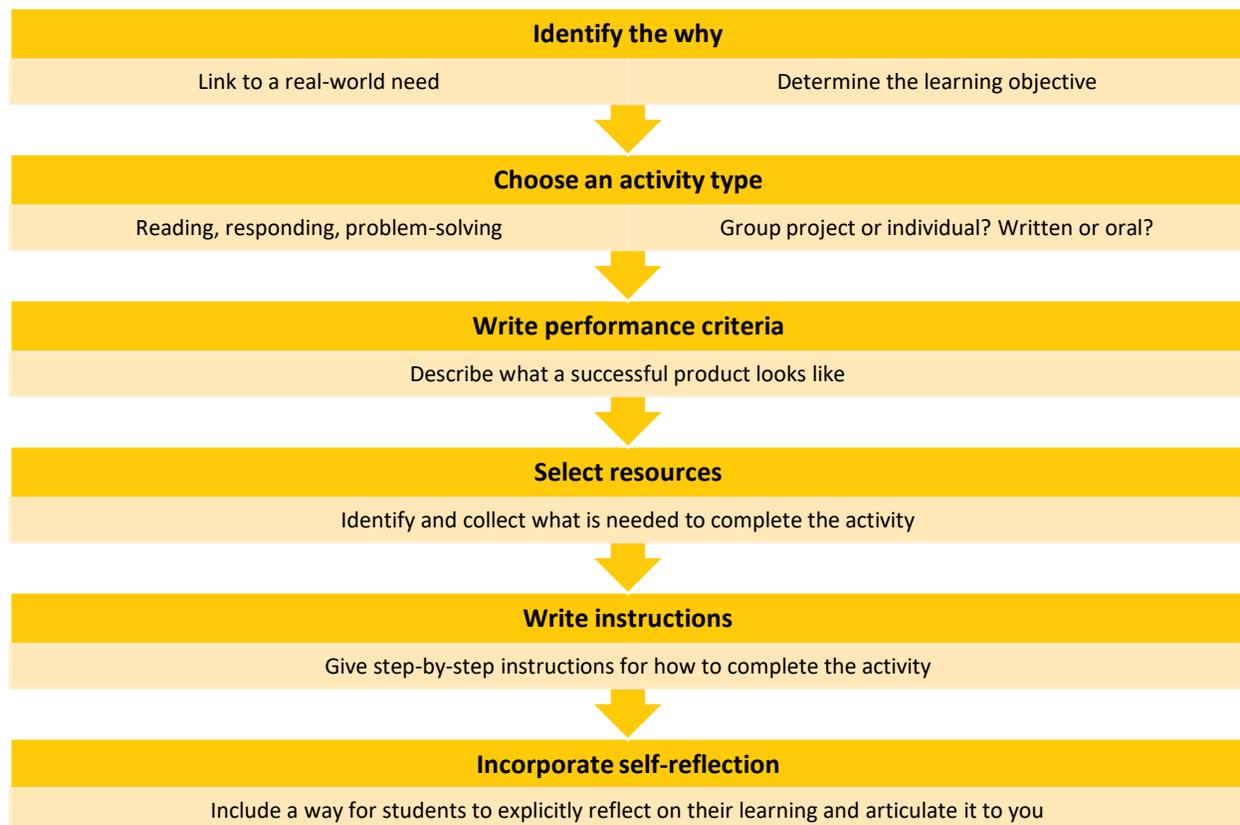
In your service-learning course, as in any course, it is important to plan learning experiences in such a way that they build upon one another. By scheduling your course purposefully so students master foundational knowledge and skills before they move to more advance levels of learning, you can enhance the likelihood that they will succeed at those higher levels (Doyle, 2011). This process of organizing your course experiences is called scaffolding. At its simplest, scaffolding can be illustrated through the process of learning to read and write: first we learn letters and sounds, then how to put them together to make words, then how to string words together to structure sentences, then how to organize paragraphs, then how to organize paragraphs into essays, until eventually we can read other essays and critique them. A learner who attempts to skip a step in that process will not have a solid foundation on which to build the rest of their learning. Scaffolding provides support to your students through the learning process.



In service-learning, which calls for students to have self-direction, scaffolding is particularly important as students need to develop the knowledge and skills they will use when entering the service field. As you are planning your course, consider all aspects of the service-learning experience that students need to be prepared for. Have students rehearse the knowledge and practice the skills they will need when working with their community partners. It might be helpful to apply Bloom’s taxonomy to a review of your assignments and assessments as you progress through the backward design process to ensure that you are asking students to remember and understand concepts before they are asked to evaluate or create something based on their understanding. The key is to provide learning experiences for students that challenge them, but that they can accomplish with the right support. Learning experiences should be just above the learner’s current level in what Vygotsky called the “zone of proximal development” (Doyle, 2011).

ACTIVITY DESIGN

An activity design template is a helpful way to organize your thinking to plan meaningful learning activities for your students. The following six step process is based on a template created by Pacific Crest (2009) and may be useful to you as you construct your service-learning course activities.



INCLUSIVE ACTIVITY DESIGN

After you have developed your course activities, it is important to review them to ensure that they are inclusive of all students who could potentially be part of the course. Inclusivity is particularly salient in service-learning where students may be called to work with marginalized or vulnerable communities. Ensuring that your course content and activities are inclusive helps all students feel welcome, respected, and invited to learn. Pacific Crest (2009) encourages faculty to ask themselves the following questions as they reflect on the inclusivity of their course and activity design:

Considerations for Inclusive Activity Design	
Content	Whose voices are represented and from what cultural reference points? Have you included diverse examples that will resonate with a wide variety of students?
Classroom climate	How will you establish a welcoming environment in your class in which students will feel safe to engage in the activity? Who will feel comfortable seeking help and when? Will you actively encourage engagement from all students? How?
Grouping students	How will you assign groups? For maximum heterogeneity? Randomized? Will groups change? Do students have assigned roles in their groups? How will roles be determined? Will student interactions be monitored?
Knowledge about students	Will you collect autobiographical information? Will you ask students about prior relevant experience with the content, the service, or the community? What assumptions about skills could impact performance?
Pedagogy	Do you plan to use a variety of teaching strategies? Will your teaching strategies offer a variety of ways for students to learn the content? How will you provide opportunities for your students to practice skills they will need to use in the community?

SERVICE-LEARNING ONLINE

As more courses move to a fully online format, you might consider how you can perform service-learning activities in the virtual environment. Every discipline and every course will likely have different ways of accomplishing service-learning goals at a distance; be creative and work with your community partner and students to contemplate ways that your service-learning course objectives might be accomplished virtually. Some ideas for online service-learning projects are listed below (Campus Compact, 2020).

Research-based Service-Learning Online

- Conducting background research or gathering best practices or other information requested of the partner(s)
- Conduct online research on best practices or develop tools for program assessment
- Remote interviewing current/past clients about their experiences, impact of the organization on where they are today

Creating Content or Products for Community Partners

- Create marketing or social media content for future use by the partner
- Create brochures or other materials for information-sharing
- Taping, recording, or streaming performances or workshops to benefit community partner(s)
- Create a resource (build a website?) of activities for after-school programming

Connect Virtually with Community Partner

- Provide support via phone or web based meetings with agency team member support to those being served by the organization or others in the community
- Conducting virtual or phone-based educational supports for youth and adults

COMMUNICATING SERVICE-LEARNING EXPECTATIONS TO STUDENTS

Your students may not be familiar with the concept of service-learning or have a firm grasp of the expectations of a service-learning course in comparison with a traditional course. It is important that you communicate these expectations and the course plan with students explicitly while also assuring them that you will provide the resources they need to succeed in the course and on the project. You will need to dedicate class time to preparing your students for their field experiences, as is described in the previous sections of this guidebook. The following checklist may be helpful as you prepare to explain the expectations of your service-learning course to your students:

Include a definition of service-learning and clear expectations in a special section of your syllabus

Provide a description of student roles and responsibilities along with a calendar of service-learning experiences at the start of the course

Establish clear communication guidelines with your students and community partner

Provide students with a variety of resources and training materials

Accompany students to the service-learning field site, provide a comprehensive orientation to the project, and/or invite the community partner to class to talk with students before they enter the field

Anticipate and plan for obstacle that may arise

Be transparent and purposeful in the decisions you make surrounding the service-learning experience

Adapted from Serve-Learn-Sustain at Georgia Tech
<https://serve-learn-sustain.gatech.edu/working-partner>

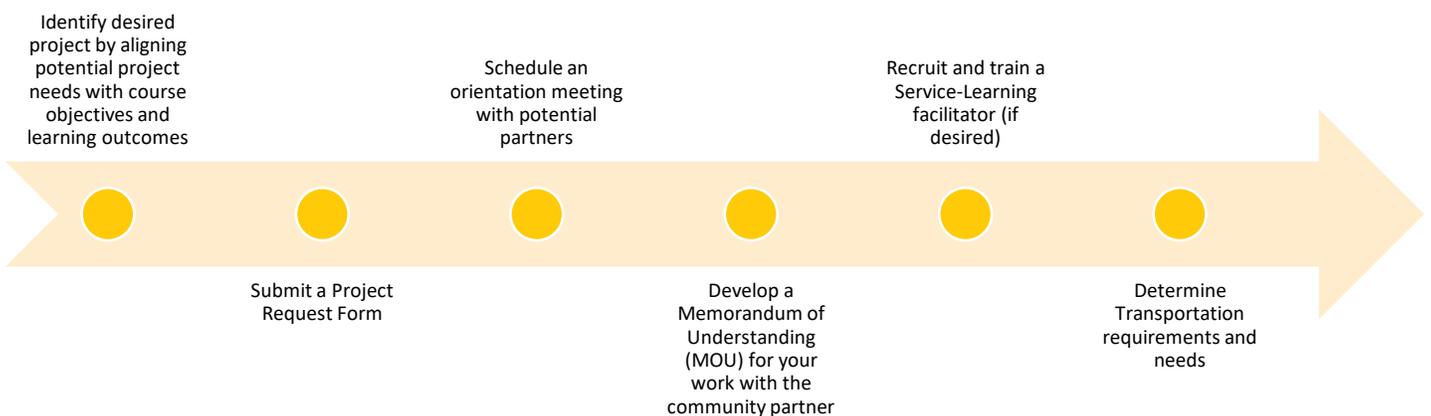
COMMUNITY PARTNERS

KSU OFFERS INDIVIDUAL SUPPORT TO FACULTY FOR IDENTIFYING AND COLLABORATING WITH COMMUNITY PARTNERS THROUGH THE DEPARTMENT OF STUDENT LEADERSHIP AND SERVICE.

A key element of service-learning is working in conjunction with a community partner to develop outcomes and experiences that will provide mutual benefit to all involved. Planning a service-learning course should be reciprocal and there should be clear and regular communication between the faculty member and the community partner. The following guidance may be useful as you conceptualize your service-learning course and prepare to work with a community partner.

CONNECTING YOUR COURSE GOALS TO A COMMUNITY NEED

KSU's Department of Student Leadership and Service (SLS) has developed a program to help faculty find community partners and schedule community-based activities. SLS can also help to find and/or train a "Service-Learning Facilitator" who can support your service-learning course. Review the timeline below and contact SLS for assistance in this area.



IDENTIFYING A COMMUNITY PARTNER

If you do not already have a community partner in mind or connections within the community who can help connect you to a partner, you can contact the KSU Department of Student Leadership and Service (SLS). SLS has developed resources that will help match you with an appropriate community partner that has already expressed a need and interest in working with KSU faculty and students on various service-learning projects.

SLS Community Partner Matching Process

Fill out a form with some basic details of your course to be reviewed by SLS. The form is available here:
https://docs.google.com/forms/d/e/1FAIpQLSdK3XvsOqXxwbtWa3I35xWarUt1hReD8_eqtiui0G2FPTPWg/viewform?usp=sf_link

Student Leadership and Service will review your request. If no questions arise, they will reach out to community partners who have expressed interest in SL.

If partner(s) have projects that align with the goals of your course, we will reach out to the community partner(s).

While we wait for the community partner's response, faculty will develop a letter of intent which includes course objectives for students, outcomes of the course, and how the non-profit could help fulfill those outcomes. Templates for this letter can be found on the SLS website.

When the letter is complete, there is some freedom. SLS can send out that letter to community partners and respond to the faculty if one of them accepts the idea for the course, or the faculty member may send the letter directly to the partner to try to establish their own relationship with the partner at that point.

WORKING WITH YOUR COMMUNITY PARTNER

Community partners are co-educators in the service-learning course, and it is critical that you, your students, and the partner have a positive and quality relationship in order to reap the greatest benefits from the experience. Working to build this relationship from the beginning will pay off in the end. The elements of effective partnerships listed below are taken from the KSU Service-Learning Faculty Handbook.

Elements of Effective Service-Learning Partnerships

Honesty and Trust

- A climate and culture of honesty and trust must be established

Broad Stakeholder Representation

- Anyone who may have an interest in the partnership or be affected by it should be invited to participate.

Reciprocity

- The relationship should be symbiotic, benefitting all partners.

Roles and Responsibilities

- Leadership, decision making, responsibility, and use of resources must be shared.

Needs/Challenges/Resources/Assets

- Partnerships need to perform a needs/challenges/resources/ assets assessment to help them establish the direction of the partnership and help it to form its mission.

Vision and Mission

- Partnerships must establish a common vision and mission that is free to change or adjust as the partnership progresses.

Goals, Objectives, and Action Plan

- The partnership needs to collectively agree on its goals, develop objectives to address these goals, and create an action plan to meet the goals and objectives identified.

Communication

- Regular and effective communication must be planned and maintained.

Assessment

- There needs to be a formative and summative assessment of process and outcomes.

Celebration of Efforts

- The partnership must plan for and celebrate its efforts and recognize the partners for their hard work.

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APPENDIX A: KSU *IT'S ABOUT ENGAGEMENT!* CRITICAL REFLECTION RUBRIC

It's About Engagement Critical Reflection Rubric

Student Learning Outcomes:

1. Educational Value: Students will cite meaningful and valuable connections of their HIP experiences to their overall educational preparation.
2. Connectedness Insights: Students will gain new insights on the connectedness and integration of the academic preparation of their disciplines of study to the applied settings of their HIP experiences.
3. Integrated Problem-Solving: Students will build upon prior knowledge and experiences to respond effectively to the new and challenging demands of the HIP settings.
4. Values Growth: Students will demonstrate growth in professional and personal core values and sense of self as a result of their HIP experiences.

Student Learning Outcome	Little or No Impact from the HIP 1	Moderate Impact from the HIP 2	High Impact from the HIP 3	Higher Impact from the HIP 4	Highest Impact from the HIP 5
1. Educational Value	Reflection generally contains very little positive comment on or enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation.	Reflection generally contains some positive comment on or enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation, but the HIP experience is not reported to be among the more meaningful or valuable of the student's educational experiences.	Reflection generally contains substantial positive comment on or enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation, and the HIP experience is reported to be a meaningful or valuable one among the student's educational experiences.	Reflection clearly contains strong positive comment on or great enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation, and the HIP experience is reported to be among the more meaningful or valuable of the student's educational experiences.	Reflection clearly contains exceptionally strong positive comment on or great enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation, and the HIP experience is reported to be the most or nearly the most meaningful or valuable of all of the student's educational experiences.
2. Connectedness Insights	Reflection generally contains little or no new insight on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.	Reflection generally contains some new insight, albeit limited in depth and sophistication, on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.	Reflection clearly contains some new insight which is deep and sophisticated on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.	Reflection clearly contains many deep, substantive, and sophisticated new insights on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.	Reflection clearly contains an exceptionally rich array of deep, substantive, and sophisticated new insights on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.

APPENDIX B: CONSTRUCTIVE ALIGNMENT MATRIX

This document can be used as a worksheet as you walk through the backward design process for your service-learning course using the information in this guide.

- **What are the learning objectives for the course?** List them in the far-left column.
- **What observable aspects will be produced when students work towards achieving this outcome? How will you know that students have mastered the objective? What can they do to demonstrate this learning?** List the assessments you have planned to address each objective.
- **What will students in your course do that addresses each objective? In what way is this "authentic" learning? What might you have them do or how might you teach them about this objective in the future?** List the learning activities that students will complete to practice achieving the objectives. Be sure to include the resources students have to support their learning (e.g. readings and software).

	Assessments	Content & Learning Activities
Learning Objective 1		
Learning Outcome 2		
Learning Outcome 3		
Learning Outcome 4		
Learning Outcome 5		
Learning Outcome 6		

APPENDIX C: SAMPLE SYLLABI

For a collection of sample syllabi from Service-Learning Courses, please visit the Campus compact website here: <https://compact.org/global-sl/toolsandsyllabi/syllabi/>