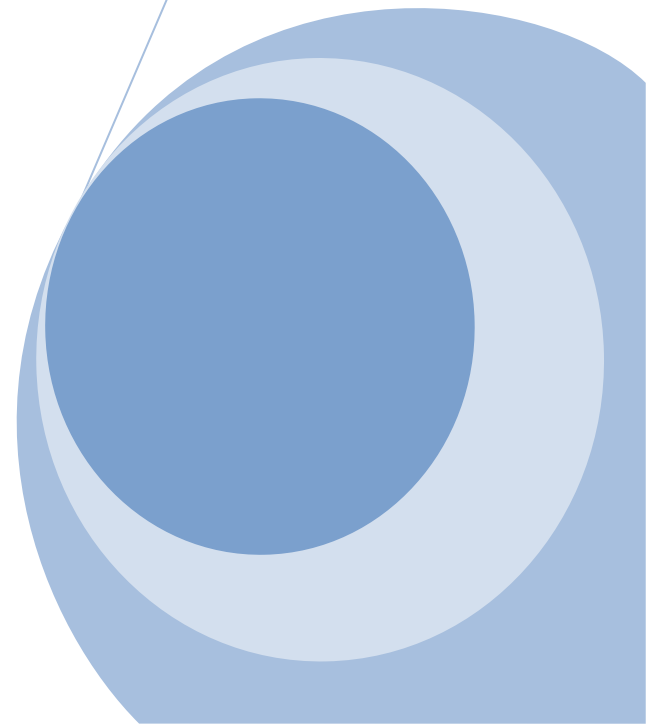
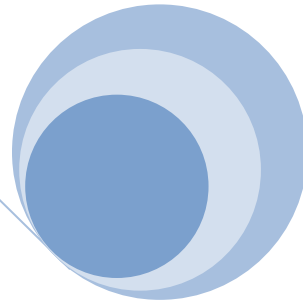
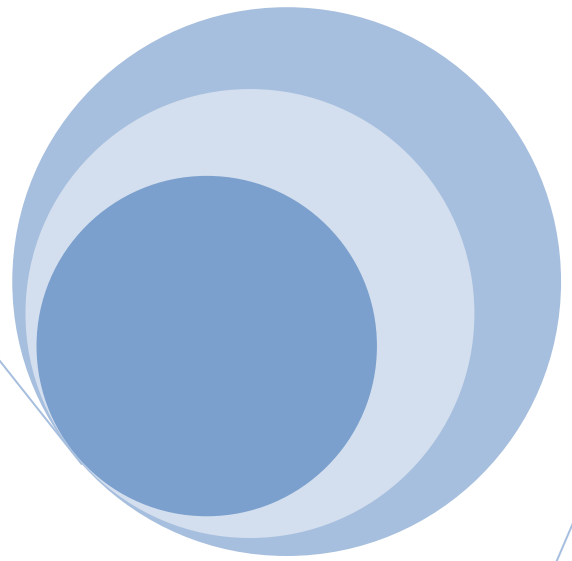




Service-Learning Resource Guide



INTRODUCTION.....	3
WHAT IS SERVICE-LEARNING?	5
CHARACTERISTICS OF SERVICE-LEARNING	5
BENEFITS OF SERVICE-LEARNING.....	6
FOR LINCOLN LAND COMMUNITY COLLEGE	6
FOR STUDENTS.....	6
FOR THE COMMUNITY	7
HOW TO DEVELOP A SERVICE-LEARNING PROJECT.....	7
GETTING STARTED:	8
<i>Identify the basic knowledge, skills, and attributes you expect your students to already have and what ones you may need to teach them.</i>	8
<i>Consider the course(s) you teach</i>	9
<i>Decide on what kind of service you want your students to complete</i>	9
<i>Decide how success will be measured</i>	10
<i>Visit with the Student Life Office</i>	10
<i>Review/Redesign your syllabus</i>	10
<i>Reflect/Assess</i>	10
<i>Recognize the efforts of those who participated in the project</i>	11
EXPECTATIONS.....	12
WHAT THE SERVICE SITE EXPECTS OF STUDENTS... ..	12
WHAT YOU CAN EXPECT FROM THE SITE SUPERVISOR.....	12
WHAT YOU CAN EXPECT FROM THE Student Life Office.....	12
FAQS.....	13
HOW CAN I FIND TIME FOR SERVICE-LEARNING?	13
IS SERVICE-LEARNING USEFUL FOR THE SUBJECT(S) I TEACH?.....	13
I APPROACHED AN ORGANIZATION THAT DOESN'T WANT MY HELP. WHERE SHOULD I GO FROM HERE?.....	13
I TEACH AN ONLINE COURSE—IS SERVICE-LEARNING POSSIBLE?	13
WHAT DO I DO ABOUT LIABILITY ISSUES?	14
HOW CAN I ENCOURAGE MY STUDENTS TO BE EXCITED ABOUT SERVICE-LEARNING?	14
RUBRIC TO ASSESS SERVICE-LEARNING REFLECTIONS	15
RUBRIC TO ASSESS PROJECT SUCCESS.....	17
REFLECTION IDEAS	18
HELPFUL LINKS	21
SERVICE-LEARNING REPORT FORM	22
SERVICE-LEARNING STUDENT DATA FORM.....	23
STUDENT INTEREST SURVEY	24



Everyone can be great because anyone can serve. You don't have to have a college degree to serve. You don't even have to make your subject and your verb agree to serve... You only need a heart full of grace. A soul generated by love...

Dr. Martin Luther King, Jr.

Introduction

Service-learning is a proven means of cultivating student engagement and learning, as well as enhancing bonds between the school and the community that it serves. This guide has been built to easily bring everyone together under one common goal: completion of service-learning projects.

In Fall 2007, Lincoln Land's Service-Learning Task Force distributed a survey about service-learning among full-time and adjunct faculty; at this time, only thirty-eight course sections provided service-learning opportunities. However, 74% of respondents indicated that they would consider incorporating service-learning into their curriculum should barriers (such as managing logistics) be removed. While this guide is not a fix-all for every service-learning obstacle, you will find many solutions, helpful hints, and suggestions within these pages.

Service-learning, as defined by the Corporation for National and Community service, is a "teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." It is worth mentioning that service-learning is not for everyone; this guide is meant to be just that (a guide) and has been written to encourage those who have never attempted service-learning to give it a try

and for those who simply need a little help in order to better complete service-learning projects. Research shows that service-learning helps students better absorb course materials, enhances teaching, and brings about an energy that can only occur when the educational community and the local community work together for a common cause.

This guide is what we hope to be only the beginning of a great change coming to Lincoln Land Community College. By using this information, you should be able to discover just what service-learning is, why it's useful, and how you can make service-learning a part of your curriculum. Since this is a work in progress, please send any comments, questions, or suggestions to Amber Berman, the Program Assistant in the Student Life Office, at amber.berman@llcc.edu.

Acknowledgements

First and foremost, a special thanks to Parkland College for allowing us to use their Faculty Guide to Service-Learning as a resource in the development of this handbook. Second, thank you to Eve Fischberg, OTA Professor at LLCC, for taking the time to help revise this guide and for developing the 2007 service-learning surveys. Also, thank you to Marci Rockey, former Student Life Office Director, for working so hard to make LLCC a part of Illinois Campus Compact and for bringing the VISTA program to our campus. Finally, a great big thank you to the LLCC Service Learning Task Force and the many individuals who gave their time in helping this guide come to be – you know who you are! Thank you!

What is service-learning?

There are several characteristics which make service-learning a unique way to teach, learn, and serve. Service-learning offers an opportunity for hands-on learning while also providing the additional boost of knowing one is making a difference in his/her community. Service-learning has been shown to increase retention up to forty-percent, due partly to the student's reflection on how the service project and the course materials interrelate ("Parkland's Faculty Guide to Service-Learning").

Characteristics of Service-Learning

- Directly engages the learner with a hands-on experience related to the course material.
- Acts as a means to achieve specific academic goals and objectives through community service.
- Encourages the development of empathy, personal values, beliefs, self-esteem, self-confidence, social-responsibility, and helps to cultivate a sense of caring for others.
- Provides structured time for students to reflect on how their service coincides with their in-class learning through writing, speaking, reading, presentations, etc.
- Awards credit through learning, not through the completion of a required number of hours.
- Based on a reciprocal relationship—the service reinforces the learning, while the learning strengthens the service.
- Differs from general volunteerism in that specific information retention is the ultimate goal.

Service-learning is not only valuable due to the educational rewards but it also offers many other benefits; résumé enhancement, community improvement, and networking opportunities are among the numerous advantages service-learning offers.

Benefits of Service-Learning

For Lincoln Land Community College:

- Helps further integrate the LLCC community with the local community.
- Brings about increased networking opportunities.
- Establishes LLCC as an active and caring part of the community.
- Allows for a more distinctive educational experience.
- Enhances opportunities for faculty to mentor students.
- Raises the college's attentiveness to state and local issues.
- Enriches and enlivens the educational environment.
- Creates new areas for research and scholarships, and increases opportunities for professional recognition and reward.
- Furthers the college's goals of student success, cultural competency, economic responsiveness, community engagement, and operational strength.
- Increases student retention.
- Meets and expands on accreditation standards.

For Students:

- Assists in seeing the "real life" relevancy of the course material.
- Provides numerous networking possibilities, which is helpful both during and after college.
- Strengthens résumés.
- Allows for an exploration of possible career choices.
- Augments leadership skills and facilitates development of other professional behaviors.
- Accommodates different learning styles.
- Develops a sense of belonging to the community.
- Possible internship and further research opportunities may arise.
- Boosts one's interest in classroom material.
- Improves interpersonal skills.

- Develops connections with people of diverse cultures and ways of life.

For the Community:

- Establishes a positive relationship with the college.
- Assists in meeting community needs.
- Increases opportunities for the continuation of current service programs.
- Furthers the positive viewpoint from which the community is seen.
- Increases awareness of current societal issues.
- Allows the energy and enthusiasm of college students to contribute to meeting community needs.

How to Develop a Service-Learning Project

As you outline your project, think about what you are trying to accomplish for your students, yourself, and the community. Consider the following questions:

- Which course learning outcomes could be amplified by adding a service component? Identifying particular outcomes will assist in finding more specific service ideas.
- How will you prepare your students for the project? While the community partner organization's supervisor should provide an orientation to the site, be sure your students have any skills and training necessary (i.e. first aid) to complete the project before moving forward.
- What reflection techniques will you use to ensure success of both the student and the project? Written assignments, class discussions, guest speakers, speeches, and readings are all acceptable forms of reflection but don't be afraid to get creative!
- Will this project be required for the class as a whole or offered as extra credit? While it is typically best to require it of the class as a whole to successfully integrate service-learning, there are

occasions in which service-learning is an “add-on”. You may be considering service-learning for your course but are still unsure due to time constraints or uncertainty of ease—offering the service-learning project as extra credit may provide you with information regarding students’ interest, time needed, etc. that will help you develop a more permanent project in the future.

Getting Started:

Identify the basic knowledge, skills, and attributes you expect your students to already have and what ones you may need to teach them.

Knowing what your students’ capabilities are (or should be) can often help you form a basis for project ideas. You may have an idea as to what your students know based on whether or not there are prerequisites for the course. You can also decide to place the service-learning project later in the semester, so that students have the opportunity to learn the necessary skills before beginning the project. Most students are used to a traditional learning environment so taking them out of their comfort zones may require a bit of effort. Since some students may not know how to learn and serve at the same time, this project should be structured so that students keep the course learning outcomes in mind while completing the project.

Also, some projects may require a background check or special skills, such as first aid training, so double-check the required skill sets before deciding on a project. A pre-service classroom visit from a representative of the organization can help students understand the real need for their service, as well as answer any initial questions.

Consider the course(s) you teach

First, you must consider which courses could most benefit from service-learning. With the right tools, such as this guide, service-learning can easily be incorporated into any discipline. Brainstorm with other faculty members in your discipline, or consult those outside of your discipline for a possible collaboration (i.e. your biology class is going to take samples from a local stream to test phosphate levels while Professor Smith's art class creates sculptures out of litter after a clean-up day at the stream).

Second, determine what community needs could best be addressed by your course discipline. The Student Life Office can provide you with a Community Partners packet, in which you can find volunteer opportunities to help you get started on your path to developing a service-learning course as well as website suggestions to assist in connecting you with local community organizations in need.

Decide on what kind of service you want your students to complete

- Direct: Providing service directly to individuals at the agency site or in the community. Examples include tutoring children, hosting a party for residents of a nursing home, conducting health screenings at a homeless shelter, and serving meals in a soup kitchen.
- Non-direct: Serving at an agency doing behind-the-scenes assistance, not directly with individuals the agency serves. Examples include making gifts on-site for patients at Children's Hospital, sorting food at a food distribution center, and painting the exterior of a homeless shelter.
- Indirect: Serving on a behalf of an issue, population, or community, but removed from the actual site. Examples include fundraising and grant writing.

Decide how success will be measured

The main goal of any service-learning project is to increase the amount of information students retain. It is important, however, to set your own standards for success. You may want to judge success not only by actual grades but also by student participation or responses from the community. Having goals will help you decide whether the project was a one-time experiment or if it is something you'd like to continue over many courses/semesters.

Visit with the Student Life Office

The Student Life Office can assist you at any point in your journey to incorporating service-learning into your course(s). They can help you in identifying community organizations with whom your class might be best suited and may also know of other faculty members who can provide further assistance.

Review/Redesign your syllabus

Once you have completed your plan for service-learning, add it into your syllabus. Allocating class time in advance will better ensure success of the project as making it a part of the course and not just an “add-on” can further students’ respect for the project. Also, having it in the syllabus may keep students from using the “I didn’t know” excuse. You can also provide website links or suggest readings that coincide with the service-learning plan. For examples of syllabi that have service-learning components, please visit <http://www.compact.org/syllabi> or contact the Student Life Office.

Reflect/Assess

Reflection is one of the most important parts of your service-learning project. Encourage your students to reflect on the project in some form

(see page 18 for reflection suggestions); you may also find completing your own reflection work to be beneficial. These reflections will not only further help student retention but will also assist in creating better future projects.

Effective service-learning requires more than just a brief presentation at the end of the semester. Numerous opportunities for reflection should be provided before, during, and after the experience. Ongoing reflection enhances student-faculty communication and provides faculty with a better understanding of student projects, problem-solving efforts, and progress. Without reflection, students are less likely to connect what they learn on site with what they're learning in the classroom thereby making the service-learning project ineffective.

Recognize the efforts of those who participated in the project

While it would be nice to live in a world where everything was done selflessly, recognition of those involved is incredibly important. Show gratitude to not only your students, but to anyone (fellow faculty members, the site supervisor, etc.) that assisted in your service-learning project to ensure an even greater success the next time. A genuine “thank you” can have a lot more impact than one might expect.

So thank *you* for caring enough to want to make a change. It may not be an easy process, but it will always be worth the effort. Never quit believing in the power of caring.

Expectations

The service site expects students...

- To serve and behave in a manner that preserves the reputation and integrity of Lincoln Land Community College.
- To fulfill their hours and complete projects.
- To complete pre-set goals and schedule of hours to the best of their abilities.
- To respect the policies and expectations of the site, especially with regard to confidentiality and participation in required training sessions.
- To provide reasonable notice should the project be put on hold or terminated.

You can expect the site supervisor...

- To provide an orientation to the site.
- To share as much information as possible about agency organization, policy, programs, and activities.
- To encourage respect from fellow workers toward the students.
- To provide an opportunity for the students to make suggestions, receive feedback, and develop a sense of belonging at the site.
- To assist in an evaluation of your students' efforts at the end of the term.
- To recognize your students' efforts as volunteers.

You can expect the Student Life Office...

- To facilitate a basic orientation to the service-learning concept and requirements.
- To provide information on service-learning, expectations and responsibilities, and support in locating a service-learning site.
- To assist in negotiating service-learning objectives and agreement with the site.
- To provide support with challenges or difficulties encountered at service sites.
- To furnish opportunities to receive feedback and assist you in evaluating your experience at the end of the semester.

FAQs

How can I find time for service-learning?

Because there is often more information than there is time to learn it, incorporating service-learning into an already cramped syllabus may seem daunting. While there may be more out-of-class time needed to complete a service project, there will be less time spent in the classroom having to reinforce course materials.

Students may also initially reject the idea of service-learning due to their own time constraints. With proper time management and good planning, though, anyone can complete a service project. Due to the large number of organizations in need, there are opportunities for students to serve twenty-four hours a day, seven days a week. Each classroom is different and it is important to find a proper balance to ensure no time is wasted.

Is service-learning useful for the subject(s) I teach?

Service-learning can be developed, and is useful, for any subject. The Student Life Office can provide you with project idea prompts for almost every type of course offered at LLCC. There are also many websites that offer countless ideas (see page 21). Should you need further assistance, please contact the Student Life Office.

I approached an organization that doesn't want my help. Where should I go from here?

Some organizations may turn down your offer of volunteers for numerous reasons: stereotypes about the age of volunteers, territorialism on the part of the staff, negative past experiences, conflict of interest, etc. Should an organization reject your offer, don't lose heart—they are many more organizations that would gladly accept your assistance. For a list of community organizations in the Springfield area that could use your help, visit <http://www.llcc.edu/community-service-programs> for a copy of the Community Partners Packet or visit the Student Life Office for a hard copy. For further assistance, please contact the Student Life Office.

I teach an online course—is service-learning possible?

Incorporating service-learning into an online course is actually much easier than one might think; the characteristics of both entities can come together to form a symbiotic relationship. The perceived weaknesses of online instruction includes the lack of practice and demonstration of knowledge and skills, lack of opportunities to process these practical experiences with course instructors, and no feedback as course material is transferred to “real life” application. Nevertheless, these areas of

perceived weakness may actually become course strengths when online instruction is combined with service-learning.

While your students may live in dozens of different locations, there are always organizations in need of volunteers. Rather than setting a specific project in place, set an hour requirement and request that your students discuss their placements with you before they agree to help at any organization. The Student Life Office can help you ensure the safety and reliability of the organizations your students select.

While verbal discussion typically does not occur with online courses, the chance for reflection can actually be greater than with on-campus courses. Having an online forum for discussion will provide students with an opportunity to engage and respond to discussions as their time allows; you may even find that online discussions are better-developed and more effective than those held in-class.

What do I do about liability issues?

Precaution must always be exercised to ensure that students are not placed in unstable or potentially dangerous situations. For assistance in locating reliable resources, contact the Student Life Office. It is of the utmost importance that students be placed with safe organizations that are appropriate for service-learning (see page 23 for the liability waiver).

How can I encourage my students to be excited about service-learning?

The road to service-learning is not always a smooth one and getting your students excited about community service may be one of your biggest challenges. Students might not immediately recognize the benefits of service-learning as they may be too focused on the words “community service”. While the educational benefits are great, some students would be more than happy to just sit in a classroom and hear a lecture. It is important to share with your students the other benefits of service-learning (listed on page 6). You may also want to distribute a brief survey (found on page 24) regarding their interests and past experiences with service. Getting students excited about service-learning is all about powerful motivation. By discussing their value to the organization they’ll be serving, you’ll help them develop a sense of pride in their work.

You can also assess what sort of recognition would best work to keep your students involved in service-learning; certificates of gratitude, letters of reference/recommendation, opportunities to network and socialize, and pizza are all great motivational rewards. Remaining positive and excited about the project is the best way to keep your students up-beat!

Rubric to assess service-learning reflections

(Adapted from "Faculty Guide to Service-Learning". Parkland College.)

Critical Thinking [academics] (overall essay)

Novice	Apprentice	Proficient	Distinguished
Student expresses opinions without analysis or support. Accepts the opinions he/she is told without question.	Student asks questions and considers multiple viewpoints. Opinions are backed up by little support.	Student assesses and evaluates facts and opinions from the course and the service project.	Student uses evaluation of facts and opinions gained from the course and the project as a foundation for his/her own perspectives.

Awareness of Purpose of Service [civic engagement]

Novice	Apprentice	Proficient	Distinguished
Student expresses limited awareness of service-learning in relation to social issues. Does not go beyond what is requested.	Student expresses awareness regarding social issues.	Student explains the complexity of the issue and offers solutions to it.	Student identifies personal role in finding a solution in relation to the project.
"Today I helped in the food line at the soup kitchen. It went well but people were kind of rude. It was frustrating."	"While working at the soup kitchen, I realized how important it is to keep a smile on my face as I help those less blessed than me. Homelessness is on the rise in our country."	"Homelessness is not new to our nation, and it has greatly increased over the past ten years. For growing numbers of people, work provides little, if any, protection against homelessness. Low national un-employment levels have affected even those who previously thought they were well-off. If we do not learn to help each other during these difficult times, we are doomed to repeat the history of the 1920's."	"While working in a soup kitchen is one way to help those who are currently financially unstable, there are many other ways that assistance can be provided. It is important for me to continue raising awareness of homelessness and to encourage peers to join the cause. Food pantries help one of the necessities of life, but to make a change we must all work harder to raise monetary, clothing, and food donations."

Application of course concepts to service-learning [academics]

Novice	Apprentice	Proficient	Distinguished
Student displays unclear connection of course concepts to service project.	Student expresses some connection between course concepts and service project.	Student demonstrates a clear understanding of the relationship between course concepts and service project.	Student uses SL experience to evaluate course concepts and worth of SL.
"In English, we learned about the power of persuasive essays. When writing to Congressman Smith, I felt I was being	"When writing to Congressman Smith regarding the need for healthcare reform, I found it important to keep in	"Beginning with an attention-grabber is a great way to help ensure Congressman Smith reads my letter regarding	"Learning about persuasive writing in English and sending my letter to Congressman Smith has helped me realize the

very convincing.”	mind the format for persuasive writing. I realize that writing this letter will have little effect if I do not take care to be convincing.”	healthcare reform. With so many people in need of healthcare, it is up to us as American citizens to assist each other in finding a solution to this growing problem.”	power of words. However, I feel we should have broadened our outreach to include newspapers and other media outlets in order to better include the community in our fight for better healthcare.”
-------------------	---	--	---

Responsibility to Community [civic engagement]

Novice	Apprentice	Proficient	Distinguished
Student demonstrates lack of awareness of personal responsibility to community.	Student demonstrates a sense of personal responsibility to the community.	Student ties together personal sense of responsibility to solutions for the social issue.	Student demonstrates a desire to actively participate in solving social issues in relation to the project.
“I made a difference when I raised money for the Ronald McDonald house.”	“Through service-learning, I feel as though I have a made a small but mighty impact in helping families stay together while a child receives medical treatment. I am going to encourage my friends to continue donations to the Ronald McDonald house.”	“Having had a cousin whose family had to stay at a Ronald McDonald house while he received chemotherapy treatments, I realize how important it is for a family to stay together during hard times, such as illnesses. I think it is important to set up a pop-tab collection bin in the lunchroom so that students can easily donate every day.”	“While learning about the RMHC, I found over twenty different ways to assist the organization. I have convinced my friends to pledge to cook one meal a month to send to families in need. I have also managed to get my Accounting class to agree to assist our local RMHC chapter.”

Impact on student’s personal life [personal growth]

Novice	Apprentice	Proficient	Distinguished
Student displays a limited connection between service and self and shows no change in attitude or perspective	Student demonstrates connection between self and service and shows a change in attitude/perspective	Student uses change in attitude to make an impact in areas related to service	Student uses change in attitude to educate others as well as assist in his/her own decisions, regarding both service and other areas in his/her life
“I feel good about participating in the project.”	“I used to think homeless people were drug-users who brought their situations on themselves. Now I see that many of them were forced to deal with circumstances beyond their control. I realize that many of those without homes have important stories to share.	“As a result of spending time at the homeless shelter, I will never again walk blindly past a homeless person in need. I am going to continue my volunteer work at the shelter and encourage my friends to do the same. ”	“Stereotypes never accomplish anything. I realize I need to break down the rest of my assumptions and look at people as those who need help and those who can help; together we will make a great change in this country.

Rubric to Assess Project Success

(From "Quality Rubric." *Earth Force News*. 20 Sept. 2004.)

Quality Indicator	Exemplary	Strong	Emerging	Struggling
Project works toward long-term solution.	Project plugs students into long-term structure for making or enforcing policies.	Project is clearly designed to affect people's habits, or policy making or enforcement.	Project includes a goal stating a policy or practice that should be changed.	Project overlooks policies and practices.
Student voice drives key decisions in the project.	Students develop criteria to select an issue with minimum input from educator.	Students develop and apply criteria to select an issue, choose a strategy, and create an action plan.	Students make some key project choices, limited by curriculum, educator-chosen theme, etc.	Educator makes nearly all of the key choices related to the project's direction.
Reflection occurs throughout the project	Students reflect after every session.	Students reflect after every 4 th or 5 th session.	Students reflect only at project's end.	Students do not engage in reflection.
Students are exposed to diverse views before judging policies and practices	Students research and schedule classroom speakers to provide diverse views on policies.	Before choosing a project goal, students analyze existing policies from multiple perspectives.	Students race to assess policies after hearing just one or two viewpoints.	Students do not analyze or assess policies.
Students interact with community partners	Students become key players in helping partner organizations advance their mission.	Students converse with community resource people when choosing issue.	Students briefly converse with community resource people before finalizing issue.	Students do not interact with community partners.
Students engage in scientific thinking throughout the project	Students develop and test hypotheses about the local environment.	Students display skepticism of views and data, and seek confirmation from reliable sources.	Students are sometimes skeptical, sometimes not.	Students exhibit no skepticism, and accept everything first time presented.

Reflection Ideas

Journals

- Personal Journal - Students can free-write about their experience as often as the professor deems necessary (typically once a week). These journals may be submitted periodically to the instructor and/or used as a reference at the end of the experience when putting together an academic reflection essay.
- Dual-entry Journal - Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation for a more formal reflection paper at the end of the semester.
- Critical Incident Journal - This type of journal entry focuses the student on analysis of a particular event that occurred during the week in relation to the project. Have them describe the event and why it was significant. Encourage them to address any underlying issues that surfaced as a result of this experience and have them explain how these issues may affect their future behaviors.

Creative Expression

- Quotes - Using quotes can be a useful way to initiate reflection because there is an ample supply of them, and they are often brief and inspiring. Quotes may be used in a variety of ways. You might give each student a page of quotes and ask them to pick one that fits his/her feelings about the service-learning project; you could also select only one quote for the entire class to reflect on. The students could use a quote to write a one-minute paper that might then be read and explained to the rest of the class. Using a search engine, such as Google, and typing in “quotes about community service” should generate plenty of options for you to choose from.
- Songs - Ask the students to find a song where the singer uses lyrics that represent what he/she feels about the service-learning project; emphasize that it does not need to be a whole song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. You can then have the students break up into small groups to discuss their lyrics and why they

picked them. Playing the songs usually creates a celebratory atmosphere; you might also bring a bag of candy, or something similar, to keep the festive spirit going.

- **The Honest Truth** - Have the students break into small groups and ask them to share the most unusual story that happened to them during their service-learning experience. Some students will be hesitant at first but you can tell them to take the assignment home, write it, and submit it at the next session (this usually motivates them to think of one in class). To keep them on track and promote active listening, have each person in the group recite someone else's story to the class.
- **Visual Aids** - Tell the students to bring in a couple of items from home that remind them of how they feel about their service-learning project. When these items are brought to class for the reflection session, they can be inspiring visual aids that bring out some great discussions.
- **Your Creative Side** - This reflection exercise can be done by groups or individuals. Tell the students that they will have the opportunity to create their own version of their feeling toward the service-learning project. Examples could include poetry, visual art, music, individually created games or puzzles— basically any form of creativity that gives the student the chance to perform/explain in front of the class his/her service-learning experience; be sure to require that it must be some kind of individual work that he/she created.

Writing

- **Free Association Brainstorming** - Give each student about fifteen “post-its” and ask them to write down all the feelings they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all of the feelings they had when they first arrived at the project site. Finally, have them write down all of the feelings they are currently having regarding their service-learning experience. Encourage them to write down as many different brainstormed thoughts as possible (one for each post-it). Create a large scale that ranges from happy to neutral to sad and have the students post their notes on the scale accordingly; you can also have the students stand at a certain point along the scale to indicate their current feelings about service-learning.
- **Reflective Essays** - Reflective essays are a more formal type of journal entries. Essay questions are provided and the reflective essays can focus on personal

development, academic connections to the course content, or ideas for future action. As with any essay, criteria can be clearly stated to guide the work of the students (see page 15).

- **Experiential Research Paper** – This is an extensive paper that asks students to identify a particular experience at the service site and analyze that experience within a broader context in order to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students should make recommendations in their papers for future action.

Directed Readings

- Directed readings are a way to prompt students to consider their service experience within the broader context of civic responsibility. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or other reflective techniques.

Structured Class Discussions

- Structured reflection sessions can be facilitated during regular class time if all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site.

Online Discussion Groups

- Through e-mail or an online forum, students can create a dialogue with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Students can rotate as facilitators of the discussion. Instructors can post questions for consideration and topics for directed discussion.

Class Presentations

- A great way for students to share their service-learning experience with peers is to make a class presentation through videos, slide shows, bulletin boards, panel discussions, or speeches. This is an opportunity for students to display their work in public format. These presentations can also be offered to the service organization as a final recognition of the students' involvement.

Helpful Links

- Campus Compact – Service-Learning Ideas by Courses (LLCC is a member of Illinois Campus Compact): <http://www.compact.org/syllabi>
- Corporation for National & Community Service: <http://nationalserviceresources.org>
- Virtual Volunteering Resources: www.serviceleader.org/new/virtual
- Volunteer Match – Where Volunteering Begins: www.volunteermatch.com
- Learn & Serve America’s National Service-Learning Clearinghouse: www.servicelearning.org
- National Youth Leadership Council www.nylc.org

Service-Learning Report Form

In order to properly recognize and record service-learning efforts, please complete the following form and submit it to the Student Life Office.

Student: _____ Date: _____

Course Number: _____ Instructor: _____

Organization served: _____

Hours served: _____

Description of service done:

Did you find service-learning to be helpful throughout the course? Yes No

- Please explain:

Did you encounter any obstacles throughout your service-learning experience?

Yes No

- If Yes, please explain:

Service-Learning Student Data Form

Name:	Agency Site:	Date:
School/Local Address:	City:	Zip:
Phone Number:	Best time to contact:	
E-Mail:		
Degree/Major:	Education Level: High School: 9 10 11 12 GED College: 1 2 3 4 Degrees: _____	Date of Birth:
Emergency Contact:	Relationship:	Phone Number:
Program of Study:	Enrollment Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> Male <input type="checkbox"/> Female
Anticipated LLCC Graduation Date:	Would you like more information about volunteer opportunities at LLCC? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Class/Course Number:	Instructor:	
# of Hours Required (if applicable):	Description of Volunteer Activities Performed:	

I hereby release, waive, and hold harmless Lincoln Land Community College, their officers, agents, and employees from and against all claims, demands, and causes of action of any type whatsoever, including property damage, personal injury, or death, arising out of or in any way related to my involvement in service projects to which I am being referred by Lincoln Land Community College. I am aware that there are risks and dangers associated with my voluntary participation and assume full responsibility for medical costs, any injuries, or damages I sustain as a result of my participation, including while traveling to or from a service project.

I certify that I have read the foregoing and that the information set forth above is true and correct. I understand that if an accident occurs, my insurance coverage shall bear primary responsibility for any losses or claims for damages.

Participants signature: _____ Date: _____

For volunteers under 18 years of age:

Parent or Legal Guardian's Signature: _____ Date: _____

Student Interest Survey

Name: _____

Date: _____

Course Number: _____

Instructor: _____

2. Approximately how many hours have you dedicated to community service in the past year? _____

3. Have you had a service-learning course prior to this one? Yes No

▪ If Yes: Which course(s): _____

4. If you had to choose a service project, what kind would you like to do?

Direct: Providing service directly to individuals at the agency site or in the community (tutoring, serving meals in a soup kitchen, etc).

Non-direct: Serving at an agency doing behind-the-scenes assistance, not directly with individuals the agency serves (sorting food at a food distribution center, painting the exterior of a homeless shelter, etc).

Indirect: Serving on a behalf of an issue, population, or community of concern, but removed from the actual site (fundraising, researching, grant-writing, etc).

5. What kinds of projects might interest you?

6. On a scale of 1-5, how much are you looking forward to participating in a service-learning course?

(Not at all excited) 1 2 3 4 5 (Very excited)