Higher Education Quality Committee

HEQC CHE

Service-Learning in the Curriculum
A Resource for Higher Education Institutions

JET EDUCATION SERVICES

June 2006

Higher Education Quality Committee (HEQC)

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CJ Gerda Bender
Department of Curriculum Studies
Faculty of Education
University of Pretoria

Priscilla Daniels
Department of Human Ecology
Faculty of Community and Health Sciences
University of the Western Cape

Josef Lazarus
Community – Higher Education – Service Partnerships
JET Education Services
(formerly Joint Education Trust)

Luzelle Naude
Department of Psychology
Faculty of Humanities
University of the Free State

Kalawathie Sattar
Centre for Quality Promotion and Assurance
Durban University of Technology

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A Resource for Higher Education Institutions

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Didacta Building

211 Skinner Street

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PO Box 13354

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Kathleen Stacey (Director: Office of Academic Service Learning, Eastern Michigan University) and Timothy Stanton (School of Education, Stanford University), who served as advisors and critical readers during the development of the publication.

PREFACE

The Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) is mandated by the Higher Education Act of 1997 to operate a quality assurance system that focuses on the accreditation of higher education programmes and on the audit of the quality management systems of higher education institutions (HEIs). Also included in the mandate of the HEQC are quality promotion and building the capacity of the higher education system, institutions and individuals to respond to the HEQC's quality requirements.

As part of fulfilling its mandate, the HEQC actively promotes discussion and debate about quality issues – especially in relation to the core functions of HEIs: teaching, research and community engagement – and these activities are located within the directorate of Quality Promotion and Capacity Development. The directorate takes responsibility for conceptualising and managing a number of activities and research projects with the participation of HEIs, research specialists and organisations involved in and concerned with higher education.

Service-Learning in the Curriculum: A Resource for Higher Education Institutions is one of several publications that the HEQC, in collaboration with JET Education Services (formerly Joint Education Trust), is devoting to community engagement in South African higher education. The other publications include: *A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning; Service-Learning in the Disciplines: Lessons from the Field*; and *Perspectives on Community Engagement in Higher Education*.

The HEQC included community engagement in its work not only because community engagement is a core function of higher education but also because of the potential of community engagement to advance social development and social transformation agendas in higher education. HEIs vary widely in the way they locate and give effect to community engagement in their missions, and various approaches to and organisation of community engagement have emerged in South Africa. This publication focuses on one aspect of community engagement: service-learning. The publication includes the contributions of local specialists about their different experiences of the practice of and approaches to service-learning in higher education.

The HEQC hopes that this publication – aimed both at higher education academics and persons with institution-wide curriculum development and quality assurance responsibilities – will encourage debate and reflection about curriculum development in service-learning, its conceptual underpinnings, and the different models of partnerships that can be used to operationalise service-learning.

Dr Mala Singh
Executive Director
Higher Education Quality Committee
June 2006

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FOREWORD

Publication of this book represents an historic turn for higher education in South Africa, and for service-learning worldwide. For South Africa this is the first publication addressed to academic staff that provides a comprehensive breadth and depth of information on how to design, implement and assess curriculum-based service-learning programmes. It will become an invaluable and essential guide, for those who seek to develop modules that include community service, as a 'text' to be read alongside more traditional readings and discussed reflectively in the classroom. This resource book also contains wise, detailed advice for those whose responsibilities are more institutionally focused – on both supporting and sustaining community engagement programmes and assuring their quality and conformance with national standards.

Viewed through a more global lens this publication marks a 'coming out' of service-learning in the southern hemisphere – not as replication of what has been practised in the North but, rather, with a particular South African emphasis on community development, social justice and institutional transformation. While clearly focused on curriculum and community development needs in South Africa, the book's comprehensive, theory-based and practical approach to service-learning will also interest practitioners worldwide.

When I first arrived in South Africa in 1999 to begin work with the Community – Higher Education – Service Partnerships (CHESP) initiative of JET Education Services, service-learning was a new term and an untested concept. While interest was high among those academic staff and community people I encountered, few had any more than a passing acquaintance with an active pedagogy that integrates community service with academic studies. However, most resonated with service-learning's emphasis on active learning designed to empower both students and communities, and on reciprocal, mutually beneficial relationships between campuses and communities – rather than traditional, 'top-down', philanthropic helping.

Since 1999 a quiet revolution has taken place. In these few short years service-learning has taken root in South African HEIs. This is attributable in part to external policy encouragement, such as the 1997 White Paper and the Founding Document, Audit Criteria and Programme Accreditation Criteria of the HEQC, and in part to determined effort by numerous academic and service provider staff and community leaders – who have had the courage and stamina to collaborate in creating higher education-assisted community service initiatives rapidly and, often, with very modest financial and other resources. CHESP has been the catalyst and convener for these efforts, supporting these pioneers with capacity building and other resources, linking them in a vibrant, collegial network, and assisting them in 'making their mark' through research, publications and policy development.

Having researched the far longer, 30-40 year, zigzag development of service-learning in the United States, I am very impressed with South Africa's accomplishments – both in terms of the rapidity with which they have unfolded and their substance. A milestone in the maturity of a movement is when some of its leaders can come together to conceptualise the work, demarcate it within a larger context, and begin to pass the torch of knowledge on to the next, larger wave of practitioners. This publication marks this moment in South Africa's movement for socially responsible higher education, and blazes a clear trail for colleagues here and across the world.

Individual faculty members will find invaluable information in the book's chapters: South African higher education policies that provide an urgent mandate for service-learning; human development and learning theories that form the pedagogy's foundations; models and implementation steps for partnering with communities and service agencies and planning and implementing experience-based learning curricula; and practical steps for facilitating and assessing students' service-learning linked to academic subject matter. Such faculty members, and their higher education colleagues with institution-wide responsibilities for curriculum development and quality assurance, will also find comprehensive, step-by-step guides to expanding and sustaining service-learning across the curriculum and evaluating its impact on everyone involved, including the institution itself.

It is an honour and privilege to have been invited to contribute the Foreword to this publication. Congratulations and thanks to the authors and their numerous colleagues who have made service-learning both innovative and 'proudly South African'!

Tim Stanton
School of Education
Stanford University

Tim Stanton is one of the pioneers of service-learning and consults extensively on community-higher education partnerships and service-learning across the globe. He was co-founder and Director of the Haas Center for Public Service, at Stanford University, from 1991-1999, and has authored/ co-authored numerous publications on service-learning.

ABBREVIATIONS AND ACRONYMS

A&E	Afrikaans and English
ANC	African National Congress
CBE	Community-based Education
CbSL	Community-based Service-Learning
CCPH	Community-Campus Partnerships for Health
CD	Compact Disc
CE	Community Engagement
CHE	Council on Higher Education
CHESP	Community – Higher Education – Service Partnerships
COIDA	Compensation for Injuries and Diseases Act
CQPA	Centre for Quality Promotion and Assurance
CSL	Community Service-Learning
CSU	Colorado State University
CTP	Committee of Technikon Principals
DEAL	Describe, Examine, Articulate Learning
DIT	Durban Institute of Technology
DoE	Department of Education
DUT	Durban University of Technology
EEA	Employment Equity Act
FTE	Fulltime Equivalent
HE	Higher Education
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
HEQF	Higher Education Qualifications Framework
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
JET	JET Education Services [formerly: Joint Education Trust]

NCHE	National Commission on Higher Education
NQF	National Qualifications Framework
No.	Number
ORID	Objective, Reflective, Interpretive, Decisional
OSHA	Occupational Health and Safety Act
PBSL	Problem-based Service-Learning
PhD	Doctor of Philosophy
QA	Quality Assurance
QM	Quality Management
SA	South Africa(n)
SAQA	South African Qualifications Authority
SCOT	Strengths, Challenges, Opportunities, Threats
S-L	Service-Learning
SL	Service-Learning
SLCB	Service-Learning Capacity Building
SLCBP	Service-Learning Capacity Building Programme
TB	Tuberculosis
UFS	University of the Free State
UK	United Kingdom
UP	University of Pretoria
USA	United States of America
UWC	University of the Western Cape
WebCT	Web Course Tools

NOTES ON AUTHORS

CJ Gerda Bender is a registered counselling psychologist, social worker and senior lecturer at the Department of Curriculum Studies, Faculty of Education, University of Pretoria (UP). She has published extensively in the form of accredited journals and chapters in books and has presented papers at various conferences in the fields of community engagement, social responsibility, service-learning and academic staff development. She is the principal facilitator of the Service-Learning Training Programme for academic staff at her institution; she also teaches modules on the pedagogy of service-learning and includes service-learning in other curricula.

Priscilla Daniels is an Associate Professor and Head of the Department of Human Ecology and Dietetics at the University of the Western Cape (UWC). She manages the Community – Higher Education – Service Partnerships (CHESP) Project, a service-learning initiative, at this institution. She has been involved in mentoring and staff development of academics in service-learning and has consequently authored various articles in this area. She has published extensively and also presented at numerous conferences in the fields of service-learning and human ecology.

Josef Lazarus manages the Community – Higher Education – Service Partnerships (CHESP) initiative of JET Education Services. He has extensive experience in the field of higher education and community development and has played a key role in the introduction and development of service-learning in South African higher education. Previous appointments include Head: Academic Development, University of Natal, Durban; Honorary Lecturer, Dean's Office, Faculty of Medicine, University of Cape Town; and Director and founder of the South African Association for Medical Education. Jo serves on the Editorial Board of Community-University Partnerships (USA); and the International Advisory Board of the journal *Education, Citizenship and Social Justice* (UK) and is a member of the International Reference Group on Community Engagement for the University of Brighton (UK).

Luzelle Naude is a counselling psychologist and lecturer at the Department of Psychology, University of the Free State (UFS), where she is involved in the training of counsellors and psychologists. Being committed to the holistic development of individuals, she employs service-learning as pedagogy in her teaching activities. Furthermore, she assists the Chief Directorate: Service-Learning in facilitating service-learning initiatives on her campus. Currently, she is conducting her PhD research at the intersection of psychological learning theory and higher education, investigating the use of reflection to facilitate the development of students during service-learning activities.

Kalawathie Sattar is Director of the Centre for Quality Promotion and Assurance (CQPA) at the Durban University of Technology (DUT). The CQPA's responsibility extends across all departments in the institution. Kalawathie has been the project manager for a pilot project on management of the quality of service-learning at the DUT. She served on the HEQC Board for its first five-year term of office and is currently a member of the HEQC's Audit Committee.

INTRODUCTION

Community engagement and service-learning are embedded in South African policy documents such as the Green Paper on Higher Education Transformation (1996), the White Paper on Higher Education (1997), the National Plan for Higher Education (2001), the Founding Document (2001) of the HEQC of the CHE, the HEQC Criteria for Institutional Audits (2004) and the HEQC Criteria for Programme Accreditation (2004).

The Founding Document (2001) of the HEQC identified "knowledge based community service" as one of the three areas – along with teaching and learning, and research – for the accreditation and quality assurance of higher education. Subsequently, the HEQC incorporated community engagement and its service-learning component into its national quality assurance systems. In June 2004 the HEQC released its Criteria for Institutional Audits, including criteria on service-learning (Criterion 7) and community engagement (Criterion 18). In November 2004 the HEQC released its Criteria for Programme Accreditation, including minimum requirements for service-learning (Criterion 1).

In order to assist HEIs to implement service-learning the HEQC and JET released *A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning* — for comment in 2005 and publication in 2006. The Guide contains criteria for the good practice and self-assessment of service-learning at an institutional, faculty, programme and module level. Complementing the Guide, the overarching objective of this publication, *Service-Learning in the Curriculum: A Resource for Higher Education Institutions*, is to provide persons with an institution-wide responsibility for community engagement and service-learning, and academic staff wanting to integrate service-learning in their curricula, with a single, comprehensive resource, which includes 'everything you need to know' and more about service-learning.

Specific objectives of this book include:

- To provide an overview of national higher education policies underpinning the inclusion of community engagement and service-learning in South African higher education (Chapter 1);
- To provide a brief overview of key community engagement and service-learning initiatives in South Africa since the release of the White Paper (Chapter 1);
- To introduce the notion of a 'scholarship of engagement' and to contextualise service-learning within the broader notion of community engagement (Chapter 1);
- To enable academics to acquire and demonstrate an understanding of the conceptual and theoretical framework for service-learning (Chapter 2);
- To provide the theory and practice of an integrated curriculum model for service-learning (Chapters 3, 4 and 7);
- To provide academic staff with the theory and practice of designing, developing, implementing and evaluating a module[1] with service-learning in an academic learning programme (Chapters 3, 4 and 7);

- To provide guidelines for the design, implementation and assessment of reflection activities for service-learning (Chapter 4);
- To present the philosophy and mechanisms of partnership, so that academic staff may acquire the knowledge and skills required to develop and sustain collaborative partnerships (Chapter 5);
- To identify, prevent, manage and contain risks in service-learning, for the protection of all partners (Chapter 6);
- To enable academic staff to structure their roles and responsibilities in developing, implementing and evaluating a service-learning module (Chapter 7);
- To support and facilitate the development of initiatives aimed at institutionalising service-learning at HEIs (Chapter 8); and
- To promote quality through building the capacity of service-learning coordinators and academic staff to monitor, review, evaluate and improve service-learning in the curriculum (Chapter 9).

Persons with an institution-wide responsibility for community engagement and service-learning may use this book as a guide to running seminars and workshops on service-learning for academic staff wanting to integrate service-learning in their curricula. The Compact Disc (CD) that is available to complement this book includes a PowerPoint presentation on each chapter and may be particularly useful to those with an institutional, faculty or departmental responsibility for service-learning.

Each chapter of this book commences with a statement of key outcomes, and concludes with a self-study activity aimed at assisting academic staff to apply the content of the chapter to specific tasks related to conceptualising and implementing service-learning. We trust that this book will be a valuable resource – both for persons with an institutional responsibility for service-learning and academic staff wanting to incorporate service-learning into their curricula.

1. In all cases in this book, the term 'module' can be replaced with the term 'course'.

NATIONAL HIGHER EDUCATION POLICIES, COMMUNITY ENGAGEMENT AND SERVICE-LEARNING

OUTCOMES

By the end of this chapter you should be able to:

- Demonstrate an understanding of community engagement in South African higher education.
- Demonstrate an understanding of the notion of a 'scholarship of engagement'.
- Describe the relationship between community engagement and service-learning.
- List the policies, post-1994, that were instrumental in highlighting the necessity for community engagement in South African higher education.
- Discuss the national policy initiatives that embed community engagement as a 'public good' issue for higher education.
- Present a rationale for the development and implementation of service-learning at programme and institutional level.
- Access the references and readings that pertain to issues covered in this chapter.

1.1 INTRODUCTION

It is common knowledge that engagement with any policy is a task academics would like to avoid as far as possible, notwithstanding the fact that policy informs institutional strategies and plans. This in turn informs planning at the micro level.

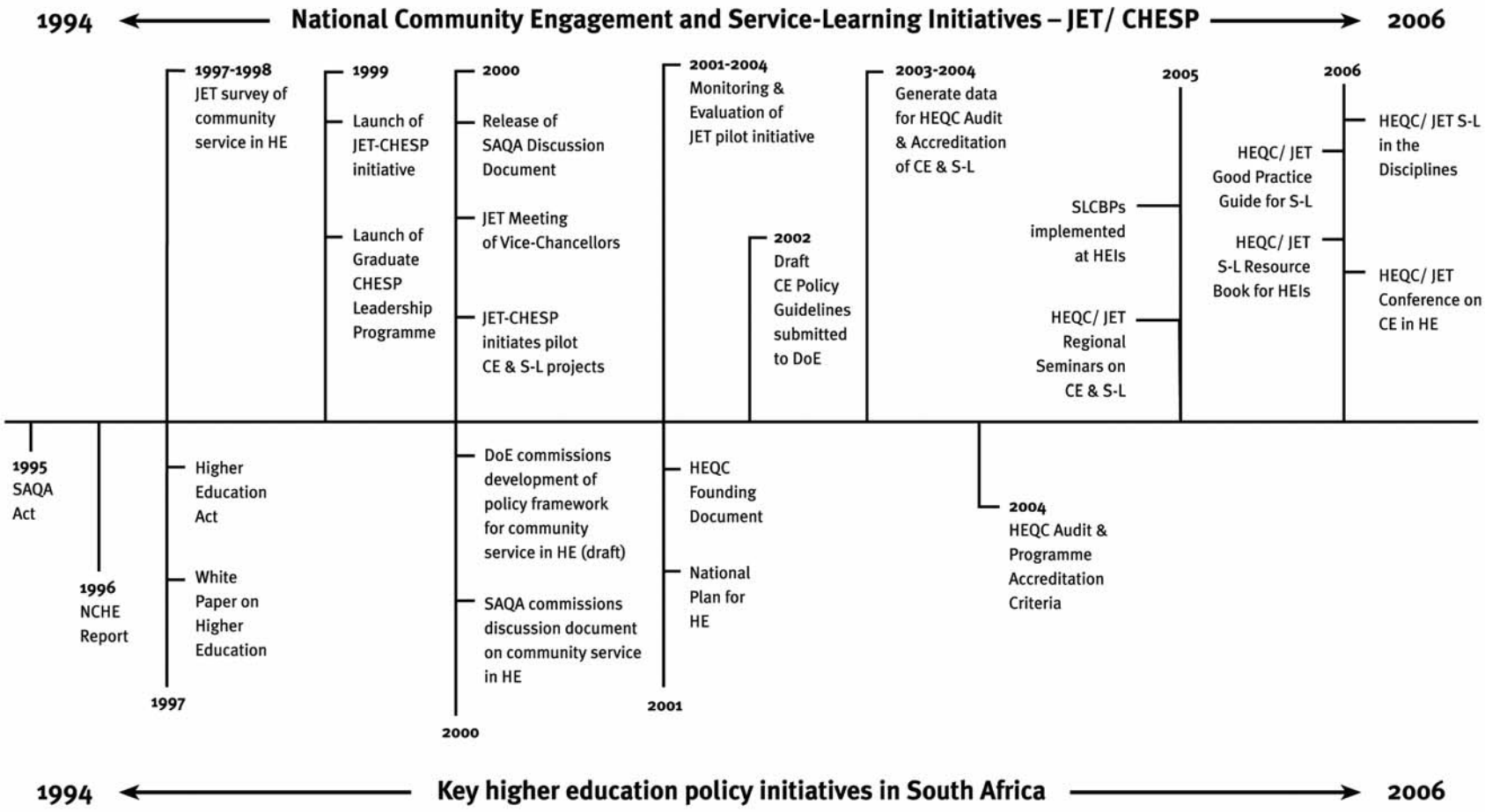
However, a basic knowledge and understanding of national policies and their implications are vital if academics are to be responsive in a manner that contributes to the advancement of the national agenda with regard to the transformation of higher education and its role in society.

If your institution has a policy unit, then these national policies (described below) should be available through this unit. Alternatively, the policies may be obtained from the relevant government gazette in your institution's library or from the relevant government website. Government documents, Bills, Acts and other policy documents may be accessed from the following sites: http://education.pwv.gov.za/legislation/government and www.polity.org.za/pol/home/

The HEQC policies are available from the CHE website – www.che.org.za.

Not all policies are explicit about community engagement; but community engagement may be implied – especially where policies refer to "foundations of a critical civil society" (Department of Education, DoE, 1996) or to "democratic ethos and a sense of citizenship perceived as commitment to a common good" (DoE, 1996). Figure 1.1 illustrates national service-learning initiatives against a backdrop of national policies.

Figure 1.1: Timeline Indicating National Policies and Concurrent Service-Learning Initiatives in South Africa Post-1994



(Adapted from Cooke, L.A., unpublished, 2004)

1.2 THE NATIONAL POLICY MILIEU RELEVANT TO COMMUNITY ENGAGEMENT/ SERVICE-LEARNING

1.2.1 Green Paper on Higher Education Transformation, 1996

The Green Paper on Higher Education Transformation[2] (DoE, 1996) acknowledges and draws on the report of the National Commission on Higher Education (NCHE, 1996). The following are some of the deficiencies in higher education, as identified in the Green Paper:

> Higher Education has not succeeded in laying the foundations of a critical civil society with a culture of tolerance, public debate and accommodation of differences and competing interests. Nor has it contributed significantly to a democratic ethos and a sense of citizenship perceived as commitment to a common good.
>
> There is inadequate consideration of and response to the needs of our society and insufficient attention to the problems and challenges of the broader African context. (DoE, 1996: 2)

The Green Paper goes on to articulate the goals for higher education and, at institutional level, identifies *inter alia* the need for co-operation and partnerships between HEIs and "sectors of the wider society". In addition, the Green Paper identifies the need to offer programmes that are responsive "to the social, political, economic and cultural needs of the country and all its people". Increased participation in higher education would require "different patterns of teaching and learning, new curriculums [sic] and more varied modes of delivery" (DoE, 1996: 3).

The above references from the Green Paper are early indicators of the direction being set for higher education curriculum transformation with regard both to civic responsibility and community engagement.

1.2.2 Education White Paper 3: A Programme for Higher Education Transformation, 1997[3]

The Green Paper, subsequent to comment from stakeholders, evolved into the White Paper, and the goals of the White Paper later informed the development of the National Plan for Higher Education (Ministry of Education, 2001).

2. Hereafter: Green Paper (DoE, 1996).
3. Hereafter: White Paper (DoE, 1997).

The White Paper reaffirms the purpose of higher education with regard to social responsibility and articulates one of the systems-level goals at a national level:

> To promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service programmed [sic]. (1997: 10)

The White Paper goes on to identify one of the institutional level goals as follows:

> To demonstrate social responsibility of institutions and their commitment to the common good by making available expertise and infrastructure for community service programmed [sic]. (1997: 11)

The above extracts clearly signal the need for HEIs to review their societal purpose and to develop strategic initiatives to give effect to these goals. However, such initiatives should be integrated in the core business of HEIs: that is, teaching, research and community service. Therefore, community service should become embedded in the culture and values of HEIs through service-learning, thus ensuring that students, HEI staff and the community benefit from such initiatives.

In the section on Planning, the White Paper signals the Ministry's growing interest in community service programmes:

> The Ministry is highly receptive to the growing interest in community service programmes for students, to harness the social commitment and energy of young people [...] the Ministry will encourage suitable feasibility studies and pilot programmes which explore the potential of community service
> - to answer the call of young people for constructive social engagement
> - to enhance the Culture of Learning, Teaching and Service in higher education. (1997: 17)

1.2.3 Higher Education Act, 1997

The Higher Education Act (Republic of South Africa, 1997) gives effect to the recommendations of the White Paper and makes provision for the establishment of the HEQC as a permanent sub-committee of the CHE. The HEQC in turn has given effect to the goals of the White Paper with regard to community service.

In 2001 the Founding Document of the HEQC identified academically based community service as one of the three areas for the quality assurance of higher education, along with teaching and research. During 2003 a collaborative effort among the HEQC, a number of South African HEIs

and JET generated comprehensive criteria for the quality assurance of service-learning at an institutional, faculty, programme and module level. Although these criteria were significantly reduced in the final HEQC *Criteria for Institutional Audits* published in April 2004 (2004a), they provide substance to and guidelines for the implementation of the broad community engagement criteria in that document, and are in the process of being published by the HEQC and JET as *A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service Learning*.[4]

The HEQC audit criteria call on HEIs to have "quality-related arrangements for community engagement (which) are formalized and integrated with those for teaching and learning, where appropriate, and are adequately resourced and monitored" (HEQC, 2004a: 19). In order to meet this criterion, examples of what might be expected include:

- Policies and procedures for the quality management of community engagement;
- Integration of policies and procedures for community engagement with those for teaching and learning and research, where appropriate;
- Adequate resources allocated to facilitate quality delivery in community engagement; and
- Regular review of the effectiveness of quality-related arrangements for community engagement. (HEQC, 2004a: 19)

The discussion of the HEQC's documents in the sections below will clarify this further.

1.2.4 The Founding Document, HEQC, 2001

The HEQC Founding Document (2001) articulates the HEQC's vision, mission, goals and values:

> The central objective of the HEQC is to ensure that providers effectively and efficiently implement education, training, research and community service which are of high quality and which produce socially useful and enriching knowledge as well as a relevant range of graduate skills and competencies necessary for social and economic progress. The policies and programmes of the HEQC will be guided by the above commitments and objectives. (2001: 5)

In clarifying its primary responsibility of monitoring and evaluating the capacity of HEIs ('providers'), the HEQC includes the following responsibilities as part of its mandate:

- Evaluating the assessment and moderation arrangements of providers.
- Registering assessors for specified standards and qualifications in accordance with criteria which will be developed in consultation with providers and other stakeholders.
- Evaluating the responsiveness, relevance and coherence of provider qualifications in relation to their specified institutional mandates and missions. (2001: 6)

4. Hereafter: *Good Practice Guide* (HEQC/ JET, 2006).

The above has implications for service-learning, in that service-learning will be subjected to the same quality requirements as any other mode of delivery. Therefore, it is necessary that HEIs develop and implement systems for managing quality that take cognisance of the requirements of the HEQC. In this regard, the need for rigorous internal quality assurance mechanisms cannot be overemphasised.

1.2.5 Institutional Audit Framework and Institutional Audit Criteria, HEQC, June 2004

The *Framework for Institutional Audits* (HEQC, 2004d) gives effect to the mandate of the HEQC and articulates the HEQC's approach to quality, which "encompasses fitness for purpose, value for money, and individual and social transformation, within an overarching fitness of purpose framework" (HEQC, 2004d: 5).

Thus, the framework reiterates the goals of the White Paper with regard to the purpose of HEIs and their civic responsibility. The audit criteria go further, and explicitly state the requirements for HEIs to meet the criteria that embed community engagement. The specific requirements of the relevant criteria are indicated below:

Criterion 1

(iii) The translation of the mission into a strategic plan with clear timeframes and resources for the achievement of goals and targets in its core functions.

Criterion 2

(i) Key quality-related priorities in the core functions of teaching and learning, research and community engagement aligned with the mission and strategic goals of the institution.

Criterion 7

(iv) In the case of institutions with service learning as part of their mission:

- Service learning programmes which are integrated into institutional and academic planning, as part of the institution's mission and strategic goals;
- Adequate resources and enabling mechanisms (including incentives) to support the implementation of service learning, including staff and student capacity development; and
- Review and monitoring arrangements to gauge the impact and outcomes of service learning programmes on the institution, as well as on other participating constituencies.

Criterion 18

Quality-related arrangements for community engagement are formalised and integrated with those for teaching and learning, where appropriate, and are adequately resourced and monitored.

(i) Policies and procedures for the quality management of community engagement.

(ii) Integration of policies and procedures for community engagement with those for teaching and learning and research, where appropriate.

(iii) Adequate resources allocated to facilitate quality delivery in community engagement.
(iv) Regular review of the effectiveness of quality-related arrangements for community engagement. (HEQC, 2004a: 19)

The above criteria serve to emphasise the need for community engagement to be integrated in the academic endeavour.

1.2.6 Criteria for Programme Accreditation, HEQC, November 2004

Through its programme accreditation criteria, the HEQC ensures there is institutional accountability for the quality of provision of programmes that include service-learning. The specific requirements for the relevant criterion are as follows:

> ***Criterion 1***: *The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible.*
> (x) In the case of institutions with service learning as part of their mission:
> - Service learning programmes are integrated into institutional and academic planning as part of the institution's mission and strategic goals.
> - Enabling mechanisms (which may include incentives) are in place to support the implementation of service learning, including staff and student capacity development. (HEQC: 2004b: 7-8)

1.3 COMMUNITY ENGAGEMENT IN SOUTH AFRICAN HIGHER EDUCATION

The White Paper (1997) laid the foundations for making community service an integral and core part of higher education in South Africa. As already mentioned, the White Paper makes specific references to the role of community service within the overarching task of transforming the higher education system. It calls on institutions to demonstrate, by making their expertise and infrastructure available, their commitment both to the common good and to social responsibility. As we have also seen, the White Paper states as being among the goals of higher education the promotion and development of social responsibility and awareness, among students, of higher education's role – through community service programmes – in social and economic development. And finally, we have seen that the White Paper is receptive to the growing interest in community service programmes for students, giving support in principle to feasibility studies and pilot programmes to explore the potential of community service in higher education.

1.3.1 JET Education Services

Taking its cue from the White Paper, the Joint Education Trust (now JET) conducted an extensive survey of community service in South African higher education during 1997 and 1998 (Perold, 1998; Perold and Omar, 1997). The purpose of this research was to develop some understanding of community engagement and its potential role in South African higher education and to stimulate informed debate around the issue. Indicative of the importance of this research is the fact that both the Minister of Education and the Chief Director: Higher Education served on the Steering Committee for this initiative. Some of the key findings of the research were:

- The mission statements of most HEIs include the notion of community service.
- No HEI had a policy to operationalise the community service component of its mission statement.
- Most HEIs have a wide range of community service projects.
- Most of these community service projects were initiated by innovative students and academics and not as a deliberate institutional strategy.
- Few of the projects embraced all three traditional functions of higher education (i.e. teaching, research, and service).
- Few of the projects embraced any form of community partnership model.
- In the few instances where projects included teaching, research and service, and where a partnership had developed between participating constituencies, the benefits were significant.

Building on the above research, JET launched its Community – Higher Education – Service Partnerships (CHESP) initiative in 1999. The aims of the initiative have been:

- To support the conceptualisation and implementation of pilot community engagement initiatives;
- To monitor, evaluate and research these initiatives; and
- To use the data generated through this process to inform higher education policy and practice at a national, institutional and programmatic level.

Since 1999 JET has worked with numerous HEIs to implement pilot community engagement initiatives. These initiatives include: institution-wide audits of community engagement; adoption of institution-wide policies and strategies for community engagement; development of institutional capacity for community engagement; and the development of academic programmes that include the principles and practice of service-learning. To date JET has supported the research and development of more than 200 accredited courses across 39 different academic disciplines in ten HEIs involving more that 7 000 students ranging from first year through to Master's level. Documentation on these initiatives is available on the CHESP website (www.chesp.org.za).

1.3.2 Meeting of Vice-Chancellors

In July 2000 JET convened a meeting of Vice-Chancellors to explore the direction of community engagement in South African higher education. Chaired by the Minister of Education, the meeting yielded the following key issues (JET, 2000):

- **Purpose of higher education:** Concern was expressed about the overemphasis on 'education for the market place' and the need for this to be balanced with 'education for good citizenship'. It was suggested that HEIs should revive the notion of civic responsibility through their teaching, research and service programmes.

- **Compliance or serious engagement:** It was suggested that community engagement should not be optional in South African higher education. However, given the current constraints within HEIs, an emphasis on *compliance* may be counter-productive. Rather, HEIs should be encouraged and supported to take seriously their responsibility to inculcate the notion of citizenship in students through integrating community service in mainstream academic programmes.

- **Add on or integrated approach:** It was agreed that community engagement should not be an 'add on' or purely philanthropic exercise. It should be an integral part of the mainstream teaching and research business of every HEI.

- **Faculty roles and rewards:** Currently the dominant paradigm of scholarship focuses on and rewards teaching and research. If South African higher education takes its reconstruction and development role seriously, its leaders will need to promote, support and reward a scholarship of community engagement.

- **Opportune moment:** Given the fact that HEIs were at the time facing significant challenges in terms of their own transformation, it was suggested that this might be an opportune moment for institutions to reflect on their own missions and purposes and integrate community service into their teaching and research programmes.

- **Leadership support:** For the reconstruction and development agenda to take effect in South African higher education, it would need the vocal, visible and tangible support of the top leadership within HEIs.

- **Institutional audits:** All HEIs in South Africa should be encouraged to perform an audit of existing community engagement activities linked to their institution. This audit would contribute towards a national audit on community engagement in South African higher education.

- **The role of the DoE:** Although government should not necessarily drive the role of HEIs in reconstruction and development, government should provide the necessary encouragement, support and direction. The role of HEIs in reconstruction and development should be reflected in the agenda, plans and policies of government. For example, HEIs should reflect their community engagement agenda in their three-year rolling plans.

1.3.3 Department of Education

In December 2000 the DoE commissioned JET to develop a policy framework for community service in higher education, to give expression to the community service mandate of the White Paper and to provide direction for the growing interest in and proliferation of service-learning programmes in South African higher education. The policy, currently in draft form (DoE, 2002), was informed by research data generated through the CHESP pilot initiatives, including interviews with numerous higher education stakeholders.

1.3.4 South African Qualifications Authority

During 2000 the South African Qualifications Authority (SAQA) commissioned a discussion document on the role of community service in higher education (Lazarus, 2000). The purposes of the document were: (i) to stimulate debate about community service in South African higher education; (ii) to inform the development of a conceptual framework for this debate; (iii) to put community service more firmly on the agenda of higher education policy and legislative initiatives; (iv) to identify key issues in terms of the implementation of community service in South African higher education; and (v) to make recommendations for taking the issue of community service in higher education further.

1.4 TOWARDS A 'SCHOLARSHIP OF ENGAGEMENT'

Since the release of the White Paper (1997), perceptions of community service have shifted; from a view of community service as one of the three silos of higher education – along with teaching and research – to a view of community service as an integral and necessary part of teaching and research, infusing and enriching the latter two higher education functions with a sense of context, relevance and application. Along with this change in perception has been a shift in the terminology used by national higher education stakeholders (i.e. DoE; HEQC) – from "community service" (White Paper, 1997) to "academically based community service" (HEQC Founding Document, 2001) to "community engagement" (HEQC Audit Criteria, 2004a). It is suggested that the next shift in perception will be towards the notion of a 'scholarship of engagement'.

In his renowned book, *Scholarship Reconsidered*, Ernest Boyer (1990) proposes four necessary and interrelated forms of scholarship that, together, amount to what is increasingly referred to as the "scholarship of engagement" (Boyer, 1996).

- The first and most familiar element in Boyer's model is the *scholarship of discovery*. It closely resembles the notion of research and contributes to the total stock of human knowledge.

- The second element is the *scholarship of integration*, which underscores the need for scholars to give meaning to their discovery by putting it in perspective and interpreting it in relation to other discoveries and forms of knowledge. This means making connections across the disciplines and interpreting data in a larger intellectual and social context.

- The third element is the *scholarship of application*. Knowledge is not produced in a linear fashion. The arrow of causality can, and frequently does, point in both directions. Theory leads to practice and practice leads to theory. Community engagement, viewed and practised as a scholarly activity, provides the context for a dialogue between theory and practice through reflection.

- The final element in Boyer's model is the *scholarship of teaching*. Within the framework of a scholarship of engagement, the traditional roles of teacher and learner become somewhat blurred. What emerges is a learning community including community members, students, academic staff and service providers.

Community engagement, as a scholarly activity, is of critical importance both in shaping our students and future citizens and in producing knowledge that is most relevant and useful in the South African context.

1.5 COMMUNITY ENGAGEMENT AND SERVICE-LEARNING

Community engagement can take on many different shapes and forms within the context of higher education, as illustrated in figure 1.2. These include distance education, community-based research, participatory action research, professional community service and service-learning. In its fullest sense, community engagement is the combination and integration of teaching and learning (e.g. service-learning), professional community service by academic staff and participatory action research applied simultaneously to identified community development priorities.

Figure 1.2: Types of Community Engagement

(Adapted from Bringle, Games and Malloy, 1999)

1.6 CONCLUSION

From the brief description above of the relevant national policies, it is evident that service-learning as a vehicle for community engagement has to be 'woven' into the fabric of the institution. This cannot be achieved overnight and 'quick and dirty' methods will do more harm than good. It is important that service-learning is planned, resourced and managed in a developmental manner that takes cognisance of the needs of staff, students and the community, without compromising the quality of provision. Since the release of the White Paper (1997), the understanding and perception of community engagement has changed significantly in South African higher education. Through the work of JET-CHESP and numerous HEIs in South Africa, community engagement and service-learning are fast becoming an integral part of the core academic business of HEIs, contextualising and providing new insights into knowledge production, curriculum development and teaching and learning. The development of community engagement and service-learning in South Africa is unique in many respects. There are few countries, if any, where the development of national policies has been informed by the monitoring, evaluation and research of pilot programmatic initiatives and where the latter illustrate how these policies may be implemented.

SELF-STUDY ACTIVITY

You are required to make a presentation to the Senate of your institution on your rationale for including service-learning in your programme. You plan to use this as an opportunity to advance an argument for developing service-learning as an institutional initiative.

A THEORETICAL AND CONCEPTUAL FRAMEWORK FOR SERVICE-LEARNING

OUTCOMES

By the end of this chapter you should be able to:

- Demonstrate an understanding of the theoretical framework for service-learning.
- Demonstrate an understanding of the conceptual framework for experiential learning.
- Demonstrate an understanding of the conceptual framework for service-learning.
- Position service-learning within the experiential education framework.
- Define and explain the criteria for service-learning.
- Differentiate between service-learning and related forms of community engagement.
- Apply the key elements of and criteria for service-learning to the integration of service-learning in the curriculum.

2.1 INTRODUCTION

This chapter focuses on a theoretical and conceptual framework for service-learning. As an academic staff member or educator you are probably facing questions such as:

- What theories underpin service-learning?
- How do I conceptualise service-learning?
- How does service-learning fit into my teaching and learning style?
- In which learning framework is service-learning situated?
- Can service-learning be an effective pedagogy and learning strategy?

A theoretical framework positions our teaching/ learning and community engagement in the module in which we are working. It enables us to theorise about our teaching/ learning and community engagement, and helps make explicit our assumptions about the interconnectedness of things in the world. A theoretical framework is like the lens through which we view the world; it provides a particular orientation, and frames the teaching/ learning and community engagement. A broad theoretical framework leads to a particular conceptual framework, thus allowing for the alignment of the key concepts used in our approach to service-learning in the curriculum.

In order to answer the questions listed above and to 'frame' our work, in this chapter we provide an overview of experiential education – as a pedagogical foundation for service-learning. Experiential education theory informs the design and delivery of many training and learning events. The experiential learning cycle of David Kolb (1984) will be discussed; it provides one of the most useful and descriptive learning theories for service-learning. The conceptual framework for service-learning is demonstrated by discussing the different forms of community engagement in South Africa. We define service-learning, state the criteria for service-learning and review service-learning compared and contrasted with a range of other experiential learning forms.

2.2 THEORETICAL FRAMEWORK FOR SERVICE-LEARNING

"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand" (Confucius, 450BC). This famous dictum, focusing on the importance of involvement, experience and engagement, can be regarded as the 'birth' of experiential education. Since then, numerous theories have focused on the importance of experience as the source of learning and development.

The *Good Practice Guide* (HEQC/ JET, 2006: 16) states that the field of experiential education is the pedagogical foundation of service-learning. We would like to add that service-learning is rooted in the theories of *constructivism*. To ensure that service promotes substantive learning, service-learning connects students' experience to reflection and analysis in the curriculum (Duley, 1981). Service-learning points to the importance of contact with complex, contemporary social problems and efforts to solve them as an important element of a complete education. It invokes the theories of Bandura (1977), Coleman (1977), Dewey (1963), Freire (1970, 1973), Kolb (1984), Argyris and Schön (1978), Resnick (1987), Schön (1983, 1987) and others to explain its pedagogical foundations and practice. As Dewey states, this process at least results in a 'reconstruction' of experience (a recodifying of habits – e.g. overcoming racial bias), and an ongoing questioning of old ideas (a habit of learning experientially). Thus, experiential learning so pursued transforms learners, helps them revise and enlarge knowledge, and alters their practice. It affects the aesthetic and ethical commitments of individuals and alters their perceptions and their interpretations of the world (Keeton, 1983). With this pedagogy, community engagement and academic excellence are "not competitive demands to be balanced through discipline and personal sacrifice [by learners], but rather [...] interdependent dimensions of good intellectual work" (Wagner, 1986: 17). The pedagogical challenge is (Eskow, 1979: 21), "devising ways to connect study and service so that the disciplines illuminate and inform experience and experience lends meaning and energy to the disciplines" (from HEQC/ JET, 2006: 16-17).

2.2.1 Dewey and a new paradigm for learning

John Dewey (1859-1952), who is recognised as a renowned 20th century American educator interested in philosophy, education and politics, emphasised the importance of hands-on education. His philosophical pragmatism, concerned with interaction, reflection and experience, made a significant contribution to the stimulation of educational thinking in the 20th century. His formula: *Experience plus Reflection equals Learning*, served as the progressive foundation for the development of different perspectives on experiential learning (Dewey, 1963).

Although Dewey never used the term 'service-learning', his perceptions and philosophy of education informed and contributed to the pedagogy of service-learning. In creating a new paradigm for pedagogy, Dewey considered the following five areas that can easily be related to service-learning:

- Linking education to experience;
- Democratic community;
- Social service;
- Reflective enquiry; and
- Education for social transformation.

(Saltmarsh, 1996)

- **Linking education to experience**

Holding the belief that "we learn in the process of living" (Saltmarsh, 1996: 16), Dewey proclaimed that intelligence is the reorganisation of experience through *reflection on action*. He emphasised the importance of connecting theory and practice: action and doing on the one hand and knowledge and understanding on the other. Saltmarsh (1996: 15) summarises this eloquently: "Learning is active; the learner is an explorer, maker, creator".

- **Democratic community**

For Dewey, education is a social process connecting the 'I' to the 'we'. All communication is educative: face-to-face interaction, associated living, and conjoint communicated experience (democracy) are essential to education.

- **Social service**

Learning includes participation in a democratic community, contributing to social wellbeing. Dewey's justice (not charity) perspective is orientated towards the wellbeing of society as a whole, interdependence of interest, positive opportunities for growth, and social rights and possibilities (Saltmarsh, 1996: 17).

- **Reflective enquiry**

Reflective enquiry critically connects and breaks down the distinction between "thought and action, theory and practice, knowledge and authority, ideas and responsibilities": it provides opportunity for the creation of meaning from associated experience (Saltmarsh, 1996, 18). Through reflective enquiry actions are transformed into experiences, which are in turn transformed into learning (see figure 2.1).

Figure 2.1: Transformation through Reflective Enquiry

- **Education for social transformation**

Dewey believed that education is linked to social reconstruction and is a primary means of social transformation: "Schools have a role in the production of social change" (Saltmarsh, 1996: 19).

The aims of learning from experience – a connected view of learning, social problem solving and education for citizenship, which are the cornerstones of service-learning – are implicit in Dewey's writings (Eyler and Giles, 1994a).

Dewey provided theoretical underpinning for good instruction, which remains of value (Bringle, Phillips and Hudson, 2004). Learning should:

- Generate interest;
- Be intrinsically worthwhile;
- Present problems to awaken curiosity (create demand for information); and
- Cover a considerable time span to foster development over time.

This corresponds well with what Eyler and Giles (1994a) summarise as effective learning:

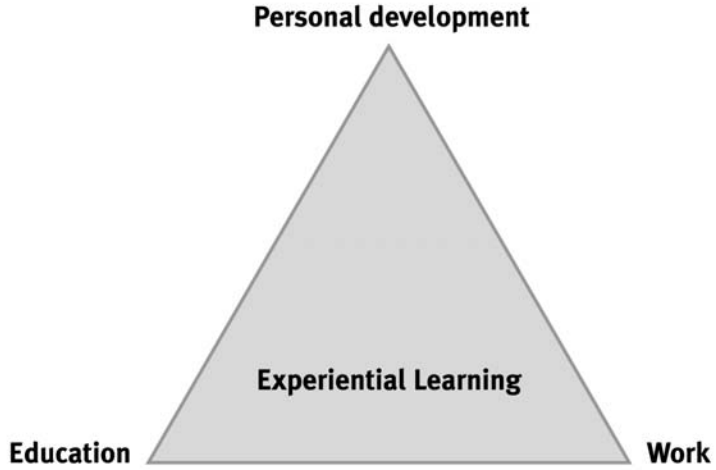
- Learning begins with personal connection.
- Learning is useful to the learner.
- Learning is developmental.
- Learning is transformative.
- Citizenship rests on learning.

If you are interested in learning more about Dewey's theories on education and learning or his famous declaration concerning education, *My Pedagogic Creed* at www.infed.org/archives/e-texts/e-dew-pc.htm offers an interesting starting point.

2.2.2 Kolb's experiential learning cycle

Despite myriad refinements and applications of experiential learning theory, the well-known model of David A. Kolb (1976; 1981; 1984) and his associate Roger Fry (Kolb and Fry, 1975) remains a central reference point for discussion. Building on the ideas of Piaget, Dewey and Lewin (1951), Kolb and Fry (1975) explored the processes associated with learning from experience. They regarded experiential learning as a strategy integrating education, personal development and work (see figure 2.2, below).

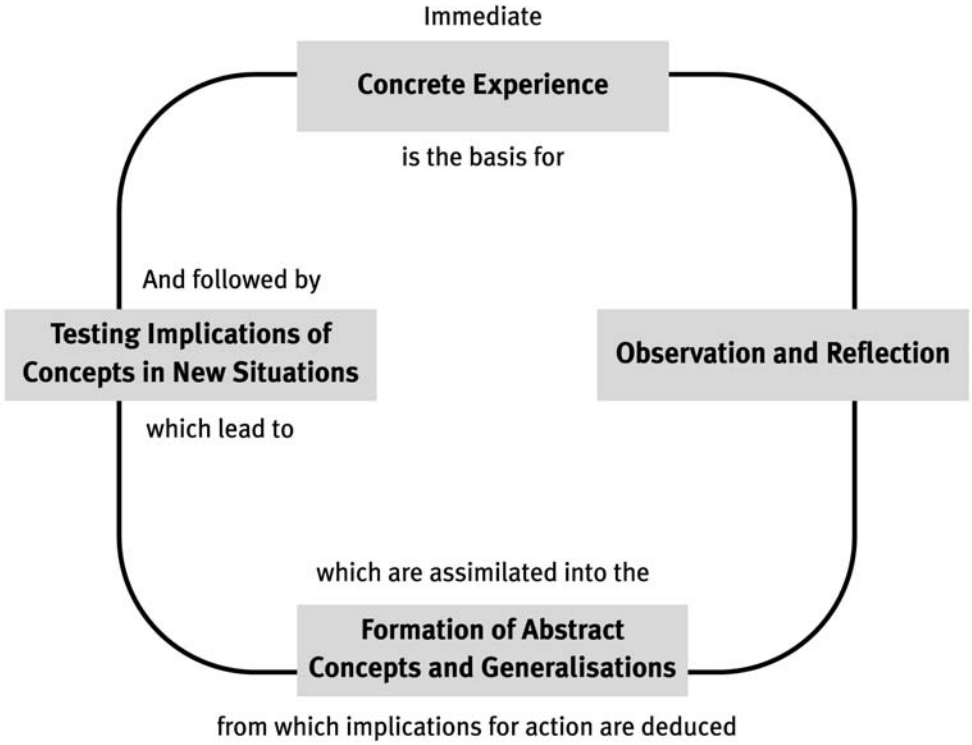
Figure 2.2: Experiential Learning as the Process That Links Education, Work and Personal Development



(Kolb, 1984)

Kolb's concept of experiential learning explores the cyclical pattern of all learning from **Experience** through **Reflection** to **Conceptualising** and **Action**, returning to further experience. The four elements/ stages of this famous model can be explained as follows (Atherton, 2004; Kolb, 1984; Smith, 2001):

Figure 2.3: A Depiction of Kolb's (1984) Experiential Learning Cycle



- **Concrete experience**

Concrete experience entails direct practical experience. In service-learning this might involve doing something for someone in a community or service agency. Concrete experience thus corresponds to the idea of 'knowledge by acquaintance'. The importance of such experiences is clear from Palmer's comment (1998; 2001) that people are more likely to live their way into a new way of thinking than to think their way into a new way of living. Zlotkowski (2001: 25) agrees with the above statement, claiming that higher-order thinking grows out of real-life experiences.

- **Reflective observation**

Reflective observation focuses on what the experience means to the individual, and requires observation, examination, analyses and interpretation of the impact of a specific concrete experience. Bringle and Hatcher (1999) regard reflection as a crucial element in transforming concrete experience into knowledge. Zuber-Skerritt (2001) maintains that all individuals, in reflecting on their everyday experiences, create a worldview or lens, which determines their future behaviour and strategies.

- **Abstract conceptualisation**

The next step in the experiential learning cycle gives meaning to discoveries by relating them to other discoveries, other forms of knowledge. Through abstract conceptualisation, theories or explanations for why events happened as they did are formed. This may then be followed by the derivation of general rules describing the experience; or the application of known theories in conceptualising the experience.

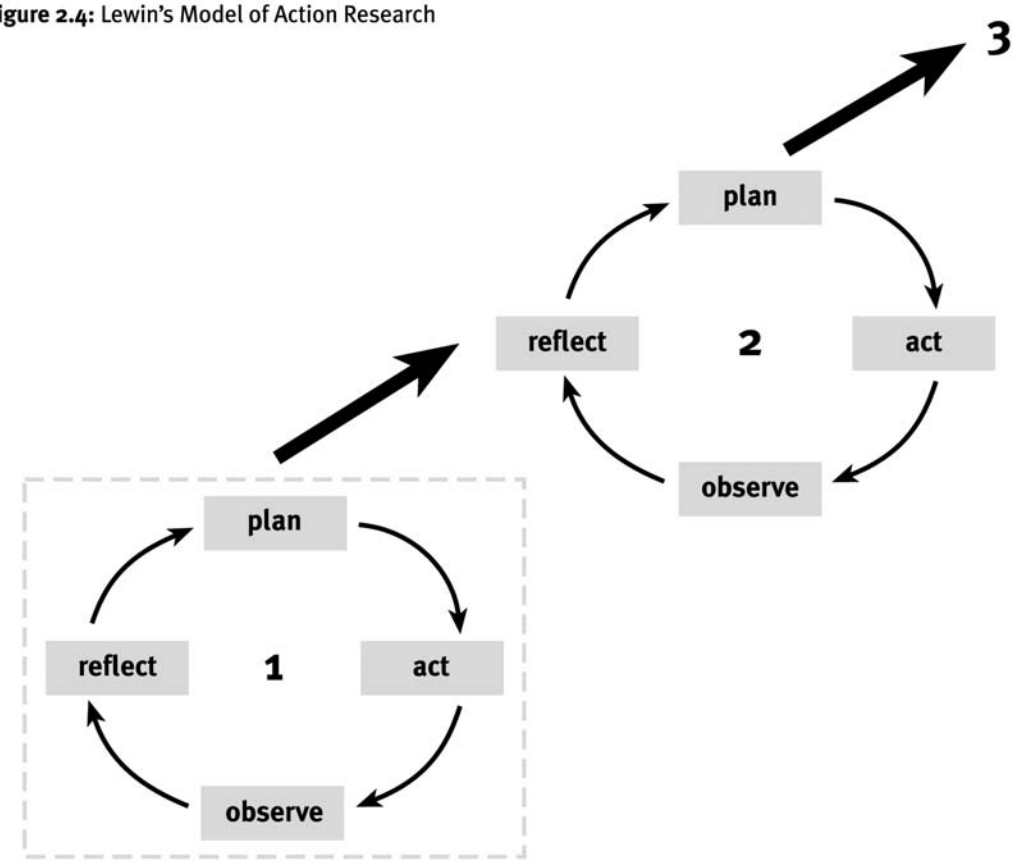
- **Active experimentation**

Taking further action and testing conceptualisations (and their implications) in different situations form the focus of this stage; the person learning makes a connection between learning experiences, theoretical grounding of these experiences and the real world. Active experimentation transforms conceptualisation: testing abstractions in practice; constructing and modifying the next concrete experience.

The experiential learning cycle is flexible: learning can start at any stage; the completion of a cycle may happen in a flash, or over days, weeks or months; and there may be "learning wheels within wheels" at any point in time (Atherton, 2004: 1). The experiential learning cycle provides a conceptual framework for the unique blending of 'hands-on' experience and learning – with reflection as the vital link, e.g. real-life simulations (case studies), role-plays, fieldwork, internships, and many more. Kolb's cycle can also be used as a map to structure the environment for service-learning: giving students the opportunity to achieve appropriate knowledge, skills and attitudes; enhancing the development of a higher level of competence.

Due to the sharing of similar philosophical assumptions, action learning, which can be defined as "learning from concrete experience and critical reflection on that experience" (Zuber-Skerritt, 2002: 114) is sometimes used as a synonym for experiential learning. Indeed, it can be valuable for educators involved in experiential learning also to make use of the action learning and research cycle (depicted in figure 2.4).

Figure 2.4: Lewin's Model of Action Research



(Adapted by Zuber-Skerrit, 1992)

Service-learning activities can be aimed at providing opportunities for concrete experience, reflective observation, abstract conceptualisation and active experimentation. Reflecting on your concrete experiences in teaching and learning activities, can you see how you might use Kolb's experiential learning cycle to enhance learning?

From this experiential cycle and its four stages, Kolb and Fry (1975) also developed four distinct learning styles, namely: convergent; divergent; accommodating; and assimilating. Each learner (and educator) has a preferred learning style, implying that every individual finds a learning experience interesting and challenging in a different way. The application of different styles of teaching enhances learning; similarly, the neglect of some of the teaching styles can prove a major obstacle to learning. For more information on the complementary, antagonistic or collusive interplay of these styles, refer to www.learningfromexperience.com.

2.3 A CONCEPTUAL FRAMEWORK FOR SERVICE-LEARNING

In the *Good Practice Guide*, reference is made to a typology of student community engagement; the content is cited here with permission (HEQC/ JET, 2006: 13-17).

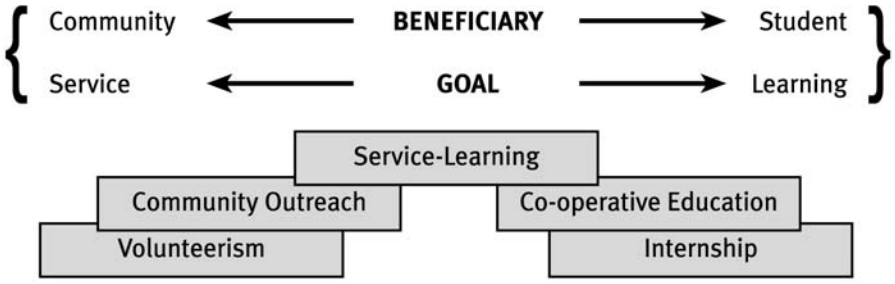
2.3.1 Forms of community engaged learning

Numerous terms and definitions are used to describe various forms of student community service (or engagement or engaged learning) in higher education. These forms may be placed on a continuum between two important distinctions, namely:

- The primary *beneficiaries* of the service (i.e. community or student); and
- The primary *goal* of the service (i.e. community service or student learning).

Figure 2.5 (below) identifies the various forms of students' community engagement and places them on a continuum as explained.

Figure 2.5: Distinctions among Community Engaged Learning



(Adapted from Furco, 1996)

It must be emphasised, however, that the above categories of community engagement are not necessarily discrete or mutually exclusive. For example, the boundaries between 'volunteerism' and 'community outreach'; 'internships' and 'co-operative education'; 'community outreach' and 'service-learning'; and finally 'co-operative education' and 'service-learning' are often blurred, and learning activities integrated in academic programmes may shift one way or the other on this continuum. A characteristic common to all of the above forms of community engagement is that they all embrace a measure of experiential learning.

Volunteerism is an engagement of students in activities where the primary beneficiary is the recipient *community* and the primary goal is to provide a *service*. Volunteer programmes are essentially altruistic by nature. Although students may learn from these programmes, they are generally not related to, or integrated into, the student's field of study. Volunteer programmes are thus essentially extra-curricular activities, taking place during holidays and outside tuition time. Students generally do not receive academic credit for participation in such programmes and they are generally funded by external donors and through student fundraising. Programmes are generally relatively small in scale and have a loose relationship with the HEI. In a context where the need is great, such programmes have a marginal role, in terms of both service and human resource development; for example, students wanting to give something back to the community decide to offer help at a clinic organising activities for National HIV/AIDS Day.

Community outreach is also an engagement of students in activities where the primary beneficiary is the recipient *community* and the primary goal is to provide a *service*. However, these programmes involve more structure and commitment from students and result to a larger extent than in the previous category in student learning. These programmes are generally initiated from within the HEI by a department or a faculty, or as an institution-wide initiative. In some cases recognition is given, either in the form of academic credit or in the form of research publications. As the service activities become more integrated with the academic module work of the students and as the students begin to engage in formal intellectual discourse about service issues, the programme moves closer to the centre of the continuum to become more like service-learning. One of the main features distinguishing academically-based community outreach programmes from service-learning is that the former tend to be a distinct activity and initiative of the HEIs, whereas the latter are fully integrated into the curriculum. In other words, service-learning is not seen as an 'outreach' activity; it is seen as an integral and inseparable part of the higher education curriculum. An example of community outreach might be where students of a specific institution establish the Psychology Student Society, organising weekly outreach projects to various old-age homes.

On the other extreme of the continuum (figure 2.5), **internships** engage students in activities where the primary beneficiary is the *student* and the primary goal is student *learning*. Internships are intended to provide students with hands-on practical experience that will enhance their understanding of their area of study, help them achieve their learning outcomes and provide them with vocational experience. Generally, internships are fully integrated with the student's curriculum. Internships (also referred to as 'clinical practice' in some instances) are used extensively in many professional programmes such as Social Work, Medicine, Education, and Psychology.

Likewise, the primary beneficiary of **co-operative education** programmes is the *student* and the primary goal is student *learning*. Co-operative education provides students with co-curricular opportunities that are related to, but not always fully integrated with, the curriculum. The primary purpose of co-operative education is to enhance the students' understanding of

their area of study. Co-operative education is used extensively in universities of technology throughout South Africa. It should be stressed that the primary differences between co-operative education and service-learning lie not necessarily in differing methodologies but in the nature of student placements and the desired outcomes. Co-operative learner placements are essentially within *industry* whereas service-learning placements are within *service agencies* or directly in the *community*. Whereas the desired outcome of co-operative education is essentially student learning, service-learning includes the additional goal of providing a service to the community. Nevertheless, in terms of student learning outcomes, both co-operative education and service-learning share the goal of enriching the students' understanding of the module content and discipline. An example of co-operative education would be where students studying marketing management visit the marketing division of a large firm to get first-hand experience of how marketing projects are planned and implemented.

Service-learning modules engage students in activities where *both the community and student* are primary beneficiaries and where the primary goals are to provide a *service* to the community and, equally, to enhance student *learning* through rendering this service. *Reciprocity* is therefore a central characteristic of service-learning. The primary focus of programmes in this category is on integrating community service with scholarly activity such as student learning, teaching, and research. This form of community engagement is underpinned by the assumption that service is enriched through scholarly activity and that scholarly activity, particularly student learning, is enriched through service to the community. Unlike the other categories of community engagement described above, service-learning is entrenched in a discourse that proposes the development and transformation of higher education in relation to community needs. Terms often used for this form of community engagement are 'service-learning', 'academic service-learning', 'academic community service', and 'community-based learning'.

While the above types of experiential learning include aspects of community engagement, some (i.e. volunteerism; community outreach) emphasise community service while others (i.e. internships; co-operative education) emphasise student learning. Service-learning represents a balanced approach to, and an integration of, community service and student learning (HEQC/JET, 2006: 13-16).

2.3.2 Defining service-learning

Vast amounts of energy and interest have been devoted to defining service-learning. As far back as 1990, Kendall noted as many as 147 different definitions and, since then, the quest has continued (Eyler and Giles, 1994a). The contested nature of the term is evident in the fact that some favour the use of 'academic service-learning' to emphasise the importance of service-learning as an academic endeavour, while others prefer 'community service-learning' to indicate the importance of the community partner in the learning activity.

To ensure a balance (as Furco suggests) and optimal mix between service and learning (Eyler and Giles, 1994a) it is important to ensure that the term does not imply either **S**ervice-**l**earning or **s**ervice-**L**earning – as both service and learning are of equal importance in achieving the intended outcomes of service-learning. It has also been suggested that the term be hyphenated to show the interrelationship between service and learning (Sigmon, in Eyler and Giles, 1994a; Stacey, Rice and Langer, 2001). It is the interrelationship between service and learning that generates the kind of service and the kind of learning intended through service-learning.

There are numerous definitions of service-learning in the literature. One of the most commonly cited (Bringle and Hatcher, 2004: 127) defines the activity of service-learning as:

> a course-based, credit-bearing educational experience in which students:
> - Participate in an organised service activity that meets identified community goals.
> - Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

In the *Glossary* of the HEQC's *Criteria for Institutional Audits* (HEQC, June 2004a: 26) 'service learning' is defined as:

> applied learning which is directed at specific community needs and is integrated into an academic programme and curriculum. It could be credit-bearing and assessed, and may or may not take place in a work environment.

Within the service-learning context, 'communities' refers to those specific, local, collective interest groups that participate in the service-learning activities of the institution. Such communities are regarded as partners (i.e. no longer as 'recipients'), who have a full say in the identification of service needs and development challenges. Such communities also: participate in defining the service-learning and development outcomes; identify the relevant assets that they have in place; evaluate the impact; and contribute substantially to the mutual search for sustainable solutions to challenges. In the South African context the members of such 'communities' will generally be disadvantaged, materially poor inhabitants of under-serviced urban, peri-urban or rural areas. In many instances these communities may be accessed most efficiently through service sector organisations such as government or state departments, as well as non-governmental, community-based or faith-based organisations (HEQC/ JET, 2006: 16).

2.3.3 Criteria for service-learning

Certainly, different programmes can have alternate means of implementing service-learning in an effective way (Eyler and Giles, 1994a). Different models for service-learning also exist – community-based service-learning, discipline-based service-learning, problem-based service-

learning (PBSL), capstone courses, service internships, undergraduate community-based action research (Heffernan, 2001) – catering to different needs. (These models will be discussed further in Chapter 3.) What is important, however, is to comply with the following four essential criteria for service-learning (Howard, 2001; Stacey, Rice and Langer, 2001):

- Relevant and meaningful service with the community;
- Enhanced academic learning;
- Purposeful civic learning (social responsibility); and
- Structured opportunities for reflection.

- **Relevant and meaningful service with the community**

The service that is provided must be relevant and meaningful to the community, the students, and the learning institution. The service must be relevant in improving the quality of life for the community, as well as achieving module outcomes; it must be meaningful in the sense that the community deems it worthwhile and necessary, as well as in the sense that students' interests and skills are valued. This reiterates that service-learning endeavours must be negotiated *with* the community. The importance of reciprocity, as asserted by Bringle, Phillips and Hudson (2004) is clear from this criterion.

- **Enhanced academic learning**

Service-learning experiences must strengthen the accomplishment of learning outcomes and complement learning resources (student learning must take place during activities, experiences, learning strategies and assessment). A clear connection between module objectives and service activities must exist.

- **Purposeful civic learning (social responsibility)**

Civic learning can loosely be interpreted as anything that 'prepares students for citizenship'. In the stricter sense of the word civic learning can be defined as "any learning that contributes to student preparation for community-based public involvement in a diverse democratic society" (Howard, 2001: 28); that is, knowledge, skills and values making an explicit, direct and purposeful contribution to the preparation of students for active civic participation (active involvement in future communities) and therefore social responsibility.

- **Structured opportunities for reflection**

In order to relate community service experiences to the module, students need structured opportunities to reflect. As mentioned earlier, many theorists in the field of experiential learning and service-learning regard reflection as a crucial element in transforming, clarifying, reinforcing and expanding concrete experience into knowledge. Reflection assists in gaining a deeper understanding of module content, a broader appreciation of the discipline, and/or an enhanced sense of personal values and social responsibility (Bringle and Hatcher, 1999; Eyler and Giles, 1994b; Kolb, 1984; Zuber-Skerritt, 2001).

In table 2.1 (below) these criteria (and how they can be used to distinguish between service-learning and other forms of experiential learning) are outlined.

Table 2.1: Criteria for Distinguishing between Service-Learning and Other Forms of Experiential Learning (Adapted from Howard, 1993)

	Relevant and meaningful service	***Enhanced academic learning***	***Purposeful civic learning***	***Structured opportunities for reflection***
Volunteering or community outreach	Yes	No	No	No
Co-operative education/ co-curricular learning	Yes	No	Yes	No
Internship	Yes	Yes	No	No
Service-Learning	Yes	Yes	Yes	Yes

2.3.4 Myths about service-learning

Various myths exist about service-learning:
- The myth of terminology;
- The myth of conceptualisation;
- The myth of synonymy; and
- The myth of marginality.

- **The myth of terminology:** ***Academic service-learning is the same as student community service and co-curricular service-learning*** (Howard, 2001).

As we have seen earlier in this chapter, the characteristic feature of an authentic service-learning module is an explicit learning agenda. One of the most distinguishing components of exemplary service-learning module descriptors is that service-learning is an expressed goal and that clear connections between module objectives and service activities are made (Heffernan, 2001; Stacey, Rice and Langer, 2001).

- **The myth of conceptualisation:** ***Academic service-learning is just a new name for internships*** (Howard, 2001).

Internships are more focused on students' benefits than community benefits. Internships socialise students for the profession but are silent with regard to civic development. Internships in general are not about civic learning, which is an important outcome of every service-learning activity. Meaningful service to the community is a key element of any service-learning module (Stacey, Rice and Langer, 2001).

- **The myth of synonymy:** ***Experience, such as in the community, is synonymous with learning*** (Howard, 2001).

Experience serves as a text for learning, is needed for learning, but is not sufficient for learning. In DePaul University's *Principles of Good Practice for Community Service-Learning Pedagogy*, principle 1 states that: Academic credit is for learning, not for service (2004). As mentioned earlier, reflection is the crucial element in transforming experience into learning (Bringle and Hatcher, 1999).

- **The myth of marginality:** ***Academic service-learning is the addition of community service to a traditional module*** (Howard, 2001).

To qualify as service-learning, community service activities cannot be simply an add-on or marginalised in the curriculum. Service-learning experiences in the community must be contextualised in the module and integrated as a holistic entity.

2.3.5 Service-learning as a new paradigm

It is clear that service-learning challenges every educator to make a paradigm shift. This paradigm shift is, however, compatible with other trends in higher education towards collaborative learning, problem-based learning, interdisciplinary work, and democratic and diversity foci – where the emphasis is on learning and not teaching (Bringle, Phillips and Hudson, 2004). The distinctions between more traditional ways of learning and the paradigm of service-learning are summarised in table 2.2 (below).

Table 2.2: Distinctions between Traditional Learning and Service-Learning
(Adapted from Howard, 1993, by Stacey, Rice and Langer, 2001)

TRADITIONAL LEARNING	*SERVICE-LEARNING*
Theory	Theory and experience
Others' knowledge	Personal knowledge
Spectator	Participant
Individual learning	Co-operative learning
Distinction between teacher and learner	Blurred distinction between teacher and learner
Answers	Questions and answers
Certainty of outcomes	Heterogeneous outcomes
Ignorance avoided	Ignorance a resource
Objectivist epistemology	Connected/ feminist epistemology

2.4 CONCLUSION

In this chapter you were introduced to the theoretical and conceptual underpinnings of service-learning. From the work of Dewey (1963) and Kolb (1984) the cornerstones of service-learning became clear. The principles and importance of learning from experience are now understood; it is realised that service and learning gain reciprocal value from and are transformed by each other (Eyler and Giles, 1994b). Furthermore, service-learning is a connected view of learning (service-learning as a "whole hearted affair"), where social action and education for citizenship are significant (Eyler and Giles, 1994a: 9).

Service-learning is a pedagogy where institution, community and service agencies – as well as service and learning – are symbiotically related; where balance and reciprocity prevail, not to satisfy one at the expense of the other (Howard, 2001: 23).

In conclusion:

> The promise is that service-learning can produce enriched forms of learning that transcend traditional content based mastery and allow students to develop new ways of thinking and acting that are integrated with their personal values. (Bringle, Phillips and Hudson, 2004: 6)

SELF-STUDY ACTIVITY

Prepare a presentation on the pedagogical rationale for and theoretical underpinnings of a service-learning module within your academic discipline or learning programme. Imagine presenting this proposal to the members of your particular department/ faculty, aiming to persuade your colleagues that service-learning is an effective and relevant educational tool.

You should be able to:

- Provide and defend the theoretical and conceptual framework for service-learning.
- Define service-learning.
- Indicate how service-learning differs from traditional learning.
- Indicate how service-learning differs from other forms of community engaged learning and from other forms of experiential learning.

AN INTEGRATED CURRICULUM MODEL FOR SERVICE-LEARNING: DESIGN AND IMPLEMENTATION

OUTCOMES

By the end of this chapter you should be able to:

- Acquire the necessary knowledge, skills and attitudes to design, develop and implement a module with service-learning in an academic learning programme.
- Demonstrate, by implementing the first two phases and activities of the integrated curriculum model for service-learning, how service-learning can be integrated in the curriculum of a module.
- Complete the template for the design of a module integrating service-learning in the curriculum. Use Appendix **A**: SECTION A: 1, 2, 5 to 17; and SECTION B: *Phase 1: Module Development and Design*: 1, 3 and 4; *Phase 2: Module Implementation*: 1, 2.1 and 3. You may find it useful to draw on the content of Chapters 4, 5, 6, 7 and 8 to complete the template.
- Ensure that the module with service-learning activities meets the institution's curriculum planning and design requirements such as module size, credit ratings, rules of combination, entry requirements and assessment regulations.

3.1 INTRODUCTION

In Chapter 2 we positioned service-learning within a theoretical and conceptual framework. The purpose of this chapter is to introduce a curriculum model to integrate service-learning in higher education curriculum. The model can be used as a framework to develop a new or to reconstruct an existing module to include service-learning. The focus is on the *'What, How and When'* of using a curriculum model for service-learning.

By means of a curriculum model we guide and support academic staff phase by phase and with stepwise activities to develop a new module with the integration of service-learning experiences in an academic learning programme. Chapters 3 and 4 are directly linked, because the first two phases – design and implementation – of the curriculum model are discussed in this chapter, and the last two phases – reflection and assessment, and evaluation – are discussed in Chapter 4. Chapter 3 provides the theory and framework for service-learning in the curriculum and interconnects with the following chapters: Chapter 5 on partnership development, Chapter 6 on risk management, Chapter 7 on service-learning in practice, Chapter 8 on institutionalisation of service-learning and Chapter 9 on managing the quality of service-learning.

As a foundation for the curriculum model, service-learning is conceptualised here as a form of experiential education and as a collaborative teaching and learning strategy designed to promote in students academic enhancement, personal growth and social responsibility. Students render relevant and meaningful service, in community and service agency settings that provide experiences related to academic content (module descriptors). Through guided reflection, students examine their experiences critically and determine whether they have attained the learning outcomes; thus, the quality of both students' learning and their service is enhanced, and social responsibility is fostered (Ash and Clayton, 2004; Ash, Clayton and Day, 2004; Ash, Clayton and Atkinson, 2005).

Service-learning as a teaching strategy is quite different from traditional classroom teaching, which is why academic staff nationally articulated the need for training and support in service-learning design and implementation (Bender, 2005b). Furco (2001) reports that a University of California-Berkley study found that the "strongest predictor for institutionalising service-learning on college campuses is faculty involvement in and support for service-learning" (Furco, 2001: 69). It is the academic staff/ lecturers who design and offer the service-learning modules, and who are ultimately responsible for curricular reform. Therefore, academic staff involvement and development are crucial to the long-term success and institutionalisation of service-learning worldwide (Bringle and Hatcher, 1996; Stacey and Bender, 2005).

3.2 CONFORMING TO LEGISLATION AND INSTITUTIONAL CURRICULUM DEVELOPMENT REQUIREMENTS

The current education model and related legislation at South African HEIs make it imperative to follow correctly a specific procedure for, for example, the introduction/ discontinuation/ name changes of modules, the changing of module descriptors ('syllabi', to use the previous terminology), the introduction of or changing of the designation of new programmes/ qualifications, the discontinuation of programmes/ qualifications, and so on.

Existing modules that meet specific criteria and that include opportunities for direct student involvement in community-based learning can be designated as service-learning modules or modules with a service-learning experience. This may imply that a specific designation process should be followed, as required by individual institutions.

Purposeful social learning is informed by a traditional alignment process. In this process we start with curriculum alignment, which refers to the principle of ensuring that the purpose of a programme (or module) is supported by the content selection (module descriptors), learning outcomes, teaching-learning methods, assessment methods and practices used to deliver it (Bender, 2005c).

The following could be institutional requirements for integrating service-learning in the curriculum and could be stipulated in HEI policies:

- The module should meet the institution's curriculum planning and design requirements such as module size, credit ratings, rules of combination, entry requirements and assessment regulations.
- It is evident that the specific learning outcomes and content of the module contribute to students' attainment of the programme's exit-level qualification(s).
- The contribution of the module to the programme – in terms of the development of a knowledge base and academic or professional skills and their sequencing – is evident.
- The relationships and rules of combination among this module and other modules on the programme are clear.
- The module design and its implementation ensure that the module content (module descriptors), teaching and learning content, methods and materials, and student support provide students with a fair chance of attaining the learning outcomes specified for the module and of demonstrating this through assessment.

The module design and its implementation should follow the policies and guidelines regarding community engagement and service-learning at your institution.

We recommend that you gather together the specific documentation at your institution regarding the following kinds of relevant issues: for example, the introduction of new modules or name changes of existing modules; the changing of module descriptors; the introduction of new programmes/ qualifications or the changing of the designation of existing programmes/ qualifications; guidelines for ensuring the safety of students; and so on. Prepare all the necessary documents for the submission of a module that integrates service-learning (in an academic learning programme) for approval by the faculty programme committee, Faculty Board, unit for quality assurance and Senate.

3.3 SERVICE-LEARNING AS PEDAGOGY, AND EVALUATING YOUR TEACHING STYLE

Service-learning, a pedagogy that integrates service with learning, is described by Howard (1998: 21) as a synergistic model whereby the students' community service experiences are compatible and integrated with the academic learning objectives (the term learning outcomes is preferred in South Africa) of a module/ course.

According to Howard (1998: 23-24) the pedagogy of service-learning seeks to:

- Advance students' sense of social responsibility and commitment to the greater good. Service-learning pedagogy is less individualistic than traditional pedagogy, in that social responsibility is valued over individual responsibility;
- Create a learning synergy for students, whereby academic learning is valued along with community-based experiential learning, which is inductively orientated;
- Give students control over their learning by allowing them to make decisions in directing their own learning;

- Encourage active learning through participation in the community;
- Encourage contributions from students on learning that has occurred in the community and could be utilised in the classroom; and
- Welcome both subjective and objective ways of knowing.

Service-learning is a teaching strategy that integrates theory with relevant community service. Through assignments and class discussions, students reflect on their service in order to increase their understanding of module content, gain a broader appreciation of a discipline, and enhance their sense of social responsibility. As a lecturer you should have a sound theoretical and conceptual framework for service-learning. You also have values and assumptions about learning and teaching, and these affect your teaching and learning style (Bender, 2005a; Bender, 2005c).

- **Evaluate your teaching style**

Using service-learning in a module demands a teaching style and skills that are different from traditional lectures or classroom teaching. While some lectures may be necessary, the students' voices must also be heard. The lecturer has less control of the material learned each day because students will bring experiences to share and to relate to module content. Students become a resource in the classroom; the lecturer needs to recognise this fact and draw on it. The lecturer is no longer the sole expert, who imparts knowledge, but rather a facilitator who draws information – and thus learning/ knowledge – out from the students (Stacey, Rice and Langer, 2001: 11; Bender and Du Toit, 2005).

- **Ten principles of good service-learning pedagogy**

Howard (2001) identifies ten principles of good practice with regard to service-learning as a pedagogy. The following principles can serve as a useful checklist for an academic staff member/ lecturer considering implementing service-learning in a module:

Principle 1: **Academic credit is for learning, not for service –** Students must be given credit not for the community service they perform but for the quality of learning that takes place.

Principle 2: **Do not compromise academic rigour –** Academic standards must be sustained when adding a community service-learning component.

Principle 3: **Set learning goals for students –** Identifying priorities and taking maximum advantage of learning opportunities both require deliberate planning.

Principle 4: **Establish criteria for the selection of community service placements –** Academic staff who deliberate about establishing criteria for selecting community service placements will find that their students extract better learning from the service experiences.

Principle 5: **Provide educationally sound mechanisms to help students harvest their**

learning from the community experience – Course assignments and learning formats must be carefully developed to facilitate students' learning from the service experiences.

Principle 6: **Provide supports for students in learning how to harvest their learning from the community experience –** Academic staff must help students acquire the needed skills by providing examples of how to draw out the learning from their experiences in and with the community.

Principle 7: **Minimise the distinction between the student's community learning role and the classroom learning role –** Create consistency between the learning roles of the students in the classroom and in the community.

Principle 8: **Re-think the teaching role of academic staff –** Academic staff need to move away from seeing their teaching role as disseminating information, and towards developing their facilitation and guidance skills.

Principle 9: **Be prepared for uncertainty and variation in student learning outcomes –** Variability in community service placements will lead to unpredictable learning outcomes.

Principle 10: **Maximise the community responsibility orientation of the module –** Design module learning formats that would encourage a communal rather than an individual learning orientation.

In addition to checking on these ten principles, ask yourself the following important questions:

- Can I share control of the learning/ teaching experience with students and community and service agency representatives?
- Can I handle uncertainty and not always having the answers?
- Can I adapt to the situations and experiences that the students will have as part of their service-learning experiences?
- Can I foster discussion and students sharing their experiences?
- Can I say: "I don't know, but I'll try to find out?"

(Stacey, Rice and Langer, 2001: 12).

3.4 A CURRICULUM MODEL FOR SERVICE-LEARNING

In this book, a specific *integrated* model for curriculum development and design is advocated for service-learning (see figure 3.1).

The proposal is based on the theoretical and conceptual framework for service-learning (Chapter 2) and on theoretical models such as are found in social reconstructionist approaches to curriculum design and implementation. Curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate learning and development and to impose meaning on experience. The explicit intentions usually are expressed in the written curricula and in the

modules of study. The implicit intentions are found in the 'hidden curriculum', by which we mean the roles and norms that underlie interactions in the lecture hall and service in the community (Bender, 2005a; Bender, 2005b; Bender, 2006b).

In the proposed curriculum model, service-learning activities are integrated in the regular module curriculum. The service-learning requirement is characterised by the following:

- An academic staff member integrates a service-learning component in an existing module or integrates it in a new module s/he is designing.
- The service requirement is 20-40 hours during the semester.
- The service experience is with a service and/or community agency, which the academic staff member has chosen, either with the help of the service-learning/ community engagement office on campus (if you are fortunate to have such an office), or through his/her own connections.
- Reflection activities are conducted by the academic staff member, both in and out of the lecture hall. Student reflections are integrated with module subject matter in order to ensure academic learning, as well as effective service.
- The academic staff member monitors the service experiences of his/her students.
- The evaluation of the student's service-learning experience is included in the module assessment criteria and is done by the academic staff member, with feedback from the community and service agency supervisors.

(Bender, 2005a; Bender, 2005b; Bender and Du Toit, 2005).

The integrated curriculum model is academic staff-centred; an academic staff member takes ownership of the whole process of integrating the service-learning component in the curriculum, identifying a service agency and community partner, conducting the reflection activities, and assessing the participating students. The service-learning team from the service-learning/ community engagement office on campus can *assist* with all of these steps but does not *do* them (Bender, 2005b; Bender and Du Toit, 2005).

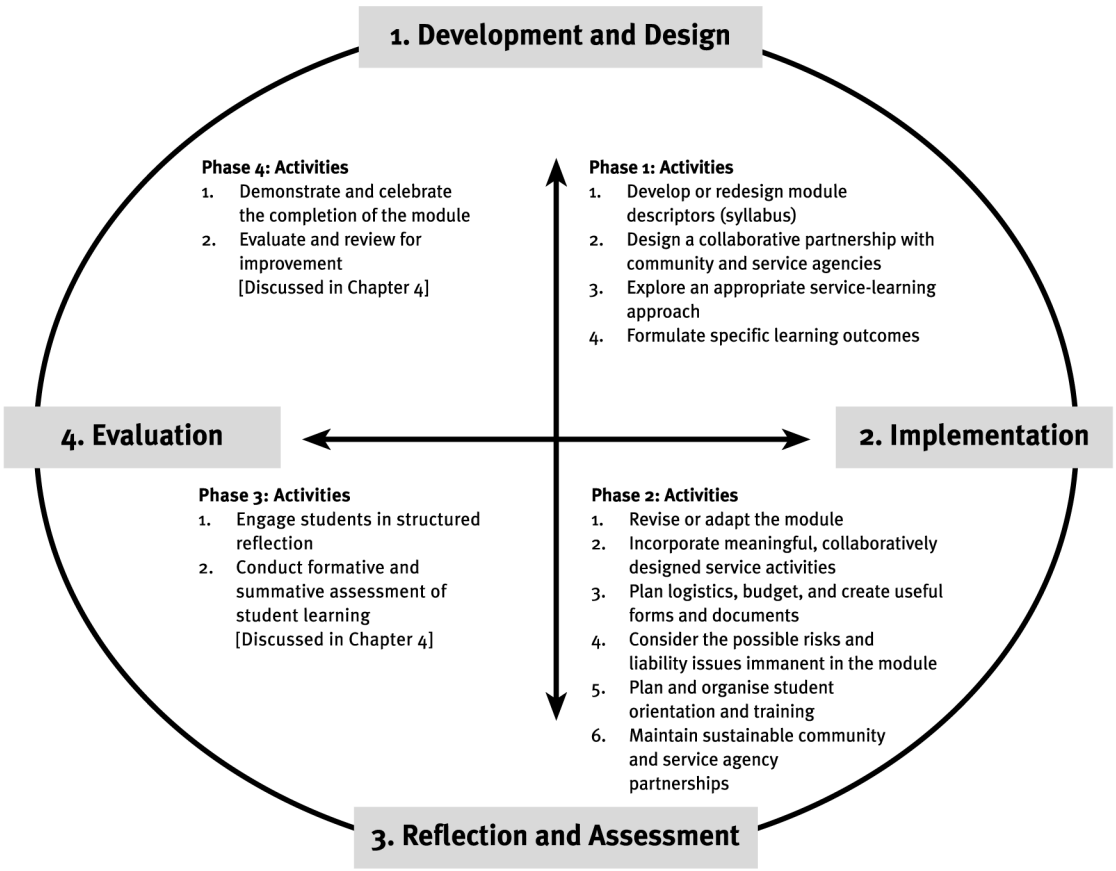
In this book the main aim is to guide academic staff to design a new module (or to adapt an existing module) within a wider academic learning programme. If a new undergraduate or postgraduate academic learning *programme* with service-learning activities needs to be developed, the proposed integrated curriculum model may also be used as a guideline. Another option to develop a new programme is to use the Logic model (module input; module process; module output and impact; and module review) – but due to the main focus and theoretical framework of this book, we refer you to the following websites for more information on the Logic model:
www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html and
www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf

The development of a curriculum is an ongoing process, as shown in figure 3.1 (below). Although, in practice, this cycle can start anywhere, we will describe its components in the following order as phases:

- Development and design;
- Implementation;
- Reflection and assessment; and
- Evaluation.

Each of the phases consists of stepwise activities that should be carried out to design, implement and evaluate an effective service-learning module (Bender, 2005a; Bender, 2005b; Bender, 2006b).

Figure 3.1: An Integrated Curriculum Model for Service-Learning (Phases 1 and 2)



(Bender, 2005a; Bender, 2005b; Bender, 2006b)

3.5 PHASE 1: MODULE DEVELOPMENT AND DESIGN *(PLAN)*

There are four basic stepwise activities in the development and design phase:

- Develop or redesign module descriptors;
- Design a collaborative partnership with community and service agencies;
- Explore an appropriate service-learning approach; and
- Formulate specific outcomes.

3.5.1 Develop or redesign module descriptors

'Module descriptors' (also referred to as study themes or study units) refers to the outline of module content; they are usually published in the faculty yearbooks of institutions or on institutional websites. As we should develop a curriculum with service-learning within the outcomes-based education system, the term *syllabus* should be replaced with *module descriptors* (although in reality the concept of *syllabus* is still widely in use at institutions).

Nowhere do module descriptors – as a 'guide' or 'contract' – become more important than in a module with service-learning. To avoid confusion, academic staff must clearly spell out the integration of service within a module. To be truly effective and to minimise the potential for harm, service-learning must be well planned and integrated in the module descriptors, with a clear sense on the part of those doing the planning and integrating of how to structure the service component and why this service activity is being employed in this module (Bender 2005a; Bender 2005b; Bender 2005c).

We recommend that when a module is designated as service-learning, it should be listed in the faculty yearbook or catalogue, with an attribute of 'SL' in the syllabi listings to denote service-learning; this may attract students interested in experiencing a more direct, hands-on approach to their learning.

Table 3.1: Example of Module Descriptors for Two Modules with a Service-Learning Component

Module code	*Department of ...*	*Language A&E*	*Lectures per week*	*Year*	*Semester 1 or 2*	*Quarter/ Term*	*Credits 12*
Community Education 720 (OWG720) Conceptual and Theoretical framework; Major components in Community Education for community building; Needs assessment and asset-based approach; Schools and communities: Community schools; Community involvement; Youth involvement and development; Parental involvement; Building community collaborations and partnerships. Basics of programme development (logic model). Service-learning (25 hours).							

Module code	*Department of ...*	*Language A&E*	*Lectures per week*	*Year*	*Semester 1 or 2*	*Quarter/ Term*	*Credits 12*

Child development 710 (KDW 710)
Analysis of the content of child development theories. Development theories: psychoanalytical (Erikson); Social learning theory. Cognitive and language development (Piaget and Vygotsky); Humanistic theory; Ecological theory; Value oriented theories and moral development (Kohlberg). Service-learning project (25 hours).

Table 3.2: Organisational Components of an Effective Service-Learning Module

- Front page that includes the HEI name, department, module title, module code, semester/ year, and organisational page indicating the academic staff/ lecturer contact information (including rank, consultation hours, email, office and/or home phone, and office address);
- Module description that introduces the service component;
- Module introduction that articulates the relevance of service to the course;
- Module goals that articulate the critical and specific learning outcomes for the module;
- Module outcomes that clarify for students what service-learning outcomes the academic staff member will measure;
- Required texts/ readings (prescribed books/ articles);
- A weekly semester schedule;
- An overview of module assignments and reflection activities;
- A description of guided or structured reflection activities;
- A description of the service-learning assignments, which includes specific information about the service placement; and
- An overview or explanation of the assessment policy (which includes a discussion of who will evaluate the students' community work). This overview should connect module outcomes to the allotted percentage points that academic staff assign projects, papers, journals, presentations etc.

See the self-study activity at the end of Chapter 4: Table 4.9 Checklist for the Compilation of a Study Guide for a Module Integrating service-learning in the Curriculum

3.5.2 Design a collaborative partnership with community and service agencies

In practice it is often necessary to conduct a basic situation analysis, and needs and asset assessment, to construct a picture of the bigger context. Such an analysis/ assessment is conducted mainly for the purpose of understanding the broader context and making choices of intervention areas, strategy and community and service partners, as well as for basic monitoring purposes.

In some curriculum models situation analysis is recognised as the necessary first step to undertake before making decisions on curriculum design and implementation. There are a number of important reasons why situation analysis can be required as a first step in curriculum planning: staying relevant – ensuring that the module of the learning programme addresses the 'right' issues (real needs of the community); ensuring that the module in the learning programme is implemented with appropriate partners; and monitoring and adapting to change.

A situation analysis includes the following elements:

- An analysis of key stakeholders – groups of people and institutions with a right, mandate and/or interest in resources and their management in the geographic area of the potential project;
- An analysis of the state and condition of people (including identification of needs and assets); and
- Identification of major issues/ needs (related to people) that require attention.

Selecting, developing and maintaining strong relationships with community and service agencies are critical to the success of service-learning. Without effective placement opportunities, the service experience can be frustrating and demoralising for students, academic staff, and community and service agencies. The service-learning/ community engagement office on campus at your HEI may assist in identifying a manageable number of community and service agencies. Refer to Chapter 5: *Partnership Development for Service-Learning*.

In designing a collaborative partnership with community and service agencies the following key questions can guide you in identifying appropriate partners:

- Do the service missions of the community and service agencies fit effectively with the educational goals of the module?
- Can the community and service agencies effectively accommodate the students who choose to be involved there?
- Can the community and service agencies identify needed tasks that the students can feasibly take on within the limits of the service-learning module (allocated time, transport needs etc.)?
- Can the staff accommodate student schedules?
- Can the staff handle an array of student projects?

3.5.3 Explore an appropriate service-learning approach

One way to begin the process is by contacting colleagues who have incorporated service-learning activities into one or more modules. Find out first-hand how it worked for them and begin brainstorming a few ideas for your module. Contact the service-learning/ community engagement office on campus for guidance or for names of colleagues. In addition, you can use the Internet to make contact with service-learning experts and initiatives at other HEIs.

In designing a new module or reconstructing an existing module to integrate service-learning, academic staff need to explore an appropriate *approach*. The following discussion of various approaches could guide you in this regard.

Which approach is most appropriate for your module?

- Consider connections between your module outcomes and your departmental mission, vision and strategic planning.
- Consider connections between the institutional vision, mission and strategic planning and community and service agency expectations.
- Consider your teaching and learning outcomes and the potential expectations of your students.

As a way of guiding yourself in terms of which approach to use to structure the service component, the following might be useful: Define the nature of the service and introduce a service approach for the module. Consider, for example, whether students will perform:

- Discipline-based service-learning;
- Community-based action research;
- Problem-based service-learning;
- Capstone modules; or
- Service internships.

(Lund, 2003, adapted from Heffernan, 2001)

While it is possible to argue that there are many approaches to and models of service-learning, Heffernan (2001: 2-7, 9) asserts that service-learning modules can be described in six categories. For the South African context we prefer to view *five* relevant categories, as *five* service-learning approaches within the curriculum model, as follows:

Discipline-based service-learning: This approach is discipline-specific, for example, Psychology, Social Work, Economics, Nursing, Agriculture. In this approach, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using module content as a basis for their analysis and understanding.

The approaches described below can be implemented in both disciplinary and interdisciplinary modules such as Health Sciences (Nursing, Occupational Therapy, Physiotherapy), Humanities (Criminology, Social Work, Sociology) and so on.

Problem-based service-learning (PBSL): In terms of this approach, students (or teams of students) relate to the community much as 'consultants' working for a 'client'. Students work with community members to understand a particular community problem or need. This approach presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: for example, Architecture students might design a park; Information Science students might develop a website; or Botany students might identify non-native plants and suggest eradication methods.

Capstone modules: These modules are generally designed for fundamental and core modules in a given discipline and are offered almost exclusively to students in their final year: for example, a module such as Professional Development and Leadership Capstone in the fourth year of a Physiotherapy programme. Capstone modules ask students to draw upon the knowledge they have obtained throughout their learning programme and combine it with relevant service work in the community. The goal of capstone modules is usually either to explore a new topic or to synthesise students' understanding of their discipline. These modules offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

Service internships: Like traditional internships, these experiences are more intense than typical service-learning modules, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and ongoing opportunities for reflection, which help students analyse their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with academic staff advisors, or even electronically with an academic staff member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity – the idea that the community and the student benefit equally from the experience: an example would be Educational Psychology internships.

Undergraduate and postgraduate community-based action research: A relatively new approach that is gaining in popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this approach, students work closely with academic staff members to learn research methodology while serving as advocates or researchers for communities. This approach is based on learning theory as encountered in the action learning cycle, Lewin's model of action research adapted by Zuber-Skerrit (1992) – Plan, Act, Observe, and Reflect; and the three-phase model of Clawson and Couse (1998) – Research (situation analyses), Implementation and Reflection. Examples are: a community work module as part of a Social Work programme; an education for community building module in a Master's programme; or a research project module in an Agriculture or Business Management programme.

The decision that you make about what service-learning approach you will adopt and implement will in turn guide the identification of appropriate partnerships with community and service agencies.

3.5.4 Formulate specific learning outcomes

Critical cross-field outcomes: Academic staff members are aware that every academic learning programme has to reflect the nationally recognised critical cross-field and developmental outcomes. In this section we will focus mainly on the formulation of specific learning outcomes for a module, but as a whole the academic learning programme should make provision for learning opportunities such as:

- Identifying and solving problems by using critical and creative thinking;
- Working effectively with others as a member of a team, group, organisation and community;
- Organising and managing oneself and one's activities responsibly and effectively;
- Collecting, analysing, organising and critically evaluating information;
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion;
- Using science and technology responsibly, effectively and critically, showing responsibility

towards the environment and health of others;
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;
- Contributing to the full personal development of each student and the social and economic development of society at large by making it the underlying intention of any programme of learning to make an individual aware of the importance of:
  - Reflecting on and exploring a variety of strategies to learn more effectively;
  - Participating as responsible citizens in the lives of local, national and global communities;
  - Being culturally and aesthetically sensitive across a range of social contexts;
  - Exploring education and career opportunities; and
  - Developing entrepreneurial opportunities.

Specific learning outcomes: Service-learning is first and foremost an academic endeavour requiring the expertise of academic staff, which provides the essential context linking community service to theoretical texts and principles. Service-learning entails course-based, credit-bearing service activities; is directly accountable to community-identified needs; and has explicit learning outcomes for students. These outcomes include:
- Increased understanding and improved application of curriculum content (module descriptors) to enhance academic learning;
- Personal growth (inter- and intrapersonal learning); and
- Deeper appreciation of social responsibility (relevant and meaningful service with and to the community).

Students learn best when academic outcomes are clear, specific and linked to the educational issues that emerge when the students meet a community need through service activity. These learning outcomes should be broad enough to illuminate the social, economic, cultural and political issues underlying the origins of the community need, while encouraging students to consider questions of moral, ethical and social responsibility.

Academic staff should consider carefully the links between service-learning outcomes, reflection and assessment. Outcomes must be specified precisely. If outcomes are specified too broadly (e.g. 'communication skills') it may be difficult to devise appropriate reflection activities and to develop appropriate assessment techniques. Academic staff can use a wide range of service-learning outcomes (such as those discussed in the next paragraphs) as a starting point for formulating *specific* service-learning outcomes. Academic staff should consider how the outcomes would be assessed.

A detailed discussion of service-learning assessment is beyond the scope of Chapter 4; however, a key issue to consider in designing service-learning is the *link between reflection and assessment*. Chapter 4 provides detailed discussion of the link between learning outcomes, reflection and assessment.

- **Principles of effective learning outcome formulation**
  While specific learning outcome formulation is unique to each learning situation (context), there are some general principles that can be applied:
  - The selection or formulation of outcomes goes hand-in-hand with the selection of the service activities themselves. Select and structure service experiences, and formulate specific learning outcomes for these experiences, that comport well with the academic outcomes for the module and that are achievable within the particular service setting available.
  - The outcomes need to be explicit in showing students how to relate service experiences to academic module content. Without such direction, many students will not make the connection at all, some will see the connection vaguely, and only a few will see the connection clearly.
  - The specific learning outcomes need to be expressed simply and clearly. Use quantification wherever it might provide clarity.
  - Learning outcomes need to be written so that both academic and student can tell when the outcomes have been achieved. This should be included in the study guide for the module and provided to students.
  - If a service and/or community agency (or school) is involved in the service experience it should be informed of the outcomes; if the agency (or school) wishes, it should also be involved in the formulation of the specific learning outcomes. Provide the service and/or community agency with a study guide for the service-learning module.
  - Learning outcomes need to be selected with consideration for the wellbeing of the community and service agencies as well as the student.

(Adapted from Jackson, 1994)

- **How to formulate outcomes**

Bloom's Taxonomy of Educational Objectives

Bloom's Taxonomy of Educational Objectives (Bloom and Krathwohl, 1984) is a source of structure for the more precise statements of learning outcomes from lower- to higher-order thinking and reasoning: knowledge → comprehension → application → analysis → synthesis → evaluation (Bloom *et al*, 1956; Zlotkowski *et al*, 2005).

Although outcomes-based education forms the basis of our education system we, as academics, are still applying Bloom's Taxonomy of Educational Objectives in formulating educational and learning outcomes and assessment criteria. For the contemporary South African context, we have replaced Bloom's 'objectives' with 'learning outcomes' and find this taxonomy appropriate for service-learning modules.

The verbs used to define the outcome statements are classified in terms of a series of lower-order to higher-order thinking skills (cognitive domains), in accordance with Bloom's Taxonomy (Bloom and Krathwohl, 1984), as evident in table 3.3.

Table 3.3: Bloom's Taxonomy of Educational Objectives (Bloom and Krathwohl, 1984)

Level of cognition	*Definition*	*Typical action verbs*	*Skills demonstrated*
1. Knowledge	Remembering previously learned information	arrange, define, describe, identify, label, list, match, name, outline, show, collect, examine, tabulate, quote	• Observe and recall information; • Knowledge of dates, events, places; • Knowledge of major ideas; • Mastery of subject matter.
2. Comprehension	Understanding the meaning of information	classify, discuss, estimate, explain, give example(s), identify, predict, report, review, select, summarise, interpret, 'in your own words', contrast, associate, distinguish, differentiate	• Understand information; • Grasp meaning; • Translate knowledge into new context • Interpret facts, compare, contrast; • Order, group, infer causes; • Predict consequences.
3. Application	Using the information appropriately in different situations	apply, calculate, demonstrate, illustrate, interpret, modify, predict, prepare, produce, solve, use, manipulate, put into practice, examine, relate, change, classify	• Use information; • Use methods, concepts and theories in new situations; • Solve problems using required skills or knowledge.
4. Analysis	Breaking down information into component parts and seeing the relationships	analyse, appraise, calculate, compare, criticise, derive, differentiate, choose, distinguish, examine, subdivide, organise, deduce, separate, order, connect, infer, divide	• Seeing patterns; • Organisation of parts; • Recognition of hidden meanings; • Identification of components.
5. Synthesis	Putting the component parts together to form new products and ideas	assemble, compose, construct, create, design, determine, develop, devise, formulate, propose, synthesise, plan, discuss, support, combine, integrate, modify, rearrange, substitute, invent, what if?, prepare, generalise, rewrite	• Use old ideas to create new ones • Generalise from given facts • Relate knowledge from several areas; • Predict, draw conclusions.
6. Evaluation	Making judgements of an idea, theory, opinion etc, based on criteria	appraise, assess, compare, conclude, defend, determine, evaluate, judge, justify, optimise, predict, criticise, decide, rank, grade, test, measure, recommend, convince, select, explain, discriminate, support, summarise	• Compare and discriminate between ideas; • Assess value of theories, presentations; • Make choices based on reasoned argument; • Verify value of evidence; • Recognise subjectivity.

Table 3.3 provides an example of Bloom's learning objective levels, and how academic enhancement learning objectives can be formulated by using associated guiding questions. In the following section we illustrate how Bloom's Taxonomy can be applied to formulate service-learning outcomes for students' academic learning and enhancement, personal growth and social responsibility.

Formulating service-learning outcomes for academic learning and enhancement, personal growth and social responsibility, based on Bloom's Taxonomy

In service-learning, the primary learning objectives (outcomes) can be organised into three categories or *domains*: academic, personal, and civic (Ash and Clayton, 2004). As already mentioned, for the South African context we prefer the concept learning outcomes rather than learning objectives, and the term 'civic' is replaced with 'social responsibility'.

The following are examples of learning outcomes in the three domains:

- **Learning outcomes for academic learning and enhancement:** This relates to the academic content (module descriptors) presented in a module. As the students pursue the learning outcomes associated with this domain they will:
  - ***Identify*** and ***describe*** connections – between academic concepts, theories, models, processes etc. on the one hand, and their experiences with the community and service agencies, in the community, and in their lives more broadly on the other;
  - ***Apply*** the curricular content (module descriptors) in the context of these experiences;
  - ***Analyse*** the module content in light of the experiences, noting similarities and differences; and
  - ***Evaluate*** the adequacy of the module content and/or their evolving understanding of it.

- **Learning outcomes for personal growth:** The personal growth outcomes attempt to capture learning related to students' personal characteristics: their strengths and weaknesses, their sense of identity, the assumptions they tend to make, and their beliefs and convictions as well as other traits. As students follow the learning outcomes associated with this domain they will:
  - ***Identify*** and ***describe*** awareness of a personal characteristic;
  - ***Apply*** the deepened awareness of themselves in the context of their service experience and their lives more broadly;
  - ***Analyse*** the sources of the characteristic they are learning about and the process of using or improving on it; and
  - ***Evaluate*** their strategies for personal growth in accordance with what they are learning about themselves.

- **Learning outcomes for social responsibility:** These learning outcomes attempt to capture learning related to citizenship, how individuals in a particular profession act in socially responsive ways, or collective action orientated towards change or improvement – either the individual's personal involvement in such processes or the undertakings of other people (in groups, organisations etc.) (Ash, Clayton and Day, 2004). The aim is also to ensure that students become educated in the problems of society; experience and understand, first-hand, social issues in their communities; and attain the experience and skills to act on social problems (Bender, 2005b). As students follow the learning outcomes associated with this domain they will:
  - ***Identify*** and ***describe*** approaches taken (their own or those of other people/ groups/ organisations) toward meeting collective objectives;
  - ***Apply*** their understanding of the approaches taken in the context of their understanding of the outcomes at stake;
  - ***Analyse*** the appropriateness of the approaches taken and the steps necessary to make improvements in order to better achieve the outcomes; and
  - ***Evaluate*** their role (or that of other people/ groups/ organisations) as an agent of systemic change (Ash, Clayton and Day, 2004).

The above learning outcomes link with the section in Chapter 4 (4.2.1.8) on reflection models (specifically, the DEAL model).

Learning outcomes for outcomes-based education (Hay, 2003)
Most of the outcomes in this paragraph are in line with the well-known critical cross-field outcomes stipulated for outcomes-based education in South Africa and with SAQA. The underlying assumptions of critical qualitative enquiry require that students continuously connect the service-learning with some overriding context – a constant effort to derive meaning from the experiences gained in the community and in the lecture hall (compare Hay, 2003: 187; Beane, 1995). The number of learning outcomes you select will depend on the amount of time students will be involved in service (notional hours). The following types of learning outcomes are provided to help stimulate thinking (compare Beane, 1995; Hay, 2003: 186):

- **Knowledge/ understanding:** Knowledge about the specific discipline and module-related information; information related to the acquisition of concepts and ideas; knowledge about specific community problems/ issues, e.g. major aspects and characteristics of the issues, causal and correlated factors, associated issues; skills related to the particular module or subject-matter;

- **Cognitive skills beyond information acquisition:** Critical thinking, applying information to problem-solving situations, analysing information and concepts, seeing patterns and relationships, data analysis, preparing reports, and tacit learning skills;

- **Procedural skills:** Information-gathering skills; appropriate and accurate application of information for goal attainment and, specifically, how course-related information applies to a specific community issue; verbal proficiency in articulating and presenting information related to community issues and research;

- **Social skills:** Concern for the welfare of others; a broader circle of people about whom one feels concern and for whom one feels responsibility; leadership; co-operative collaboration; conflict resolution; the ability to establish and maintain productive and constructive working relationships with off-campus organisations; and public speaking;

- **Attitudes/ values/ self-confidence:** Conscious formulation and/or clarification of personal values or feelings; valuing and striving to be persistently reflective; valuing and supporting social justice; engaging in active and lifelong learning; a high level of altruism; broad and consistent tolerance of others and willingness to accommodate others via mutually acceptable compromise; and sensitivity towards social constructivism;

- **Personal growth:** Self-esteem; sense of personal worth; competence and confidence; self-understanding; insight into self; self-direction; personal motivation; sense of usefulness; doing something worthwhile; ability to make a difference; openness to new experiences; ability to take responsibility and acknowledge and accept consequences of actions; and willingness to explore new identities and unfamiliar roles.

(Beane, 1995; Hay, 2003: 186)

3.6 PHASE 2: IMPLEMENTATION *(ACT)*

The second phase of integrating service-learning in a module consists of six basic stepwise activities. We provide the theory of what should be done during implementation:

- Revise or adapt the module.
- Incorporate meaningful, collaboratively designed service activities.
- Plan logistics, budget, and create useful forms and documents.
- Consider the possible risks and liability issues immanent in the module.
- Plan and organise student orientation and training.
- Maintain sustainable community and service agency partnerships.

In Chapter 7 we demonstrate the practice, which is based on our experience of integrating service-learning in the curriculum and in practice.

3.6.1 Revise or adapt the module

When you have identified a community and service agency, determined that your learning outcomes fit with their needs and resources, and chosen a service-learning approach, you will still have to make some important decisions about how to adapt your module requirements and assessment to include service-learning.

Consider the following questions when making these decisions and revising your module:
- How many hours of service-learning will be required?
- How will you connect the service activity to module content during lecture time?
- How will you assess the service-learning component?
- What deletions or adjustments will you make in your module?
- How will you adapt your module curriculum?

(Stacey, Rice and Langer, 2001: 20-22)

- **How many hours of service-learning will be required?**

A common format is for students to perform services for three to four hours per week for six to ten weeks. We recommend a minimum total of 20-40 hours per semester. When determining the required time commitment, it is useful to keep in mind the community and service agency needs and your student population. Do the community and service agencies need a lot of student hours in a short period of time, or do they need a few hours each week on an ongoing basis? Do your students have a number of other obligations (work and family)? Will some lecture time be on site? If your students are producing a product (brochure, financial plan, education programme, after-school programme), how much time do you expect them to devote to this assignment? Make sure the product is something that can be accomplished during the module.

It is important to remember that if you are going to require a service experience, you will need to reduce or eliminate an existing project, assignment or reading, or free up lecture time that is usually required. It is important to *resist the temptation simply to add the service experience on top of everything else*. Doing so will only create frustration for the students and the community and service agencies, and possibly strain your and/or the institution's relationship with them.

- **How will you connect the service activity to module content during lecture time?**

When a service-learning component is integrated with a module, there must be a commitment to allocating lecture time to discussion of what students are seeing, feeling, and thinking about that experience – in short, to reflecting actively on their experience (reflection activities).

- **How will you assess the service-learning component?**

A general rule is not to evaluate the service-learning experience itself but, rather, to evaluate the *learning* students take away from the experience. Thus, you would not give credit for merely accumulating hours performing the service (although it is important to verify the student service hours). You would construct an assignment that allows the student to demonstrate (for example, by means of reflection activities) what s/he learned from the hours spent doing service work. This will be discussed in Chapter 4. Such an assignment could include written or oral analysis of how the module concepts relate to the experiences gained working for the community and service agencies.

- **What deletions or adjustments will you make in your module?**

Something must go when you add service-learning – perhaps one of your favourite 50-minute lectures or activities. Students will feel overburdened if you simply add service-learning requirements without adjusting your module requirements and how you spend time in the lecture hall. Be realistic about how much work your students can accomplish in a quarter/ term or semester. You cannot add on community service and never mention it in lecture time. So, you need to give careful consideration to how you will spend lecture time and precisely what you will require your students to do.

- **How will you adapt your module curriculum?**

It is important to provide students with a clear description and picture of the place service-learning has in the module. The following should be in the module curriculum:

- **Incorporate community-based service-learning into the module's outcomes.** Be sure that your list of learning outcomes includes those that will be promoted through the service-learning experience and related assignments. Remember, if you are trying to convey the message to students that the service-learning component is relevant to learning concepts, such relevance should be evident in your module outcomes.

- **Describe in detail the service-learning requirements and related lecture hall activities and assignments.** You may want to have handouts describing:
  - Lecture venue-based activities and assignments; and
  - Activities at the community site – including student, lecturer, and community and service agency responsibilities, and anticipated time commitment.

- **Describe how the service-learning experience will be evaluated.** Remember that simply performing a community service may not constitute learning:
  - Students must generate some product or documentation that illustrates what meaning they have gained from the experience and its connection to module content (see, for example, in Chapter 4 the types of reflection activities that can be used in a service-learning module); and
  - It is important to clarify with students early in the semester the assessment criteria – these should be stipulated in the students' study guide for the service-learning module.

- **Specify the contribution of the service-learning component to the module assessment.** To be seen by students as an integral part of the module, rather than as an add-on, the learning generated by service should contribute significantly (from 20-25% or more) to the overall module assessment – and this should be stipulated in the module study guide for students.

- **Include a calendar of service-learning events.** A term/ quarter-long/ semester-long calendar that specifies the service-learning experience and due dates is a useful tool for students – you may also wish to stipulate these activities in the module study guide for students.

Remember, the curriculum with the study guide is a formal contract with students. It is a valuable tool for the community and service agency supervisors as well.

To summarise, the following are required:

- A clear description of the connection between the academic content and the service component (learning outcomes);
- Stated module outcomes – performance-based (e.g. 'students will develop database programmes for community and service agency') or knowledge-based (e.g. 'students will submit end-of-term papers that analyse some specific social problem from both a theoretical and applied perspective');
- A description of the service requirements:
  - How many hours are required in total, or how many hours per week for how many weeks?
  - What does the timeline for the term or semester look like?
- Specific information about placements – required paperwork, deadlines for getting started, orientation requirement;
- Clear information about requirements for the reflection process – to what extent will regular and routine written reflection be required? and
- A concise description of the assessment criteria and structure – indicate how assessment is to be graded, and the relative weighting of the different components.

3.6.2 Incorporate meaningful, collaboratively designed service activities

Meaningful, collaboratively designed service refers to the nature of the service-learning activity that you have students perform in your module. The community and service agencies should identify and articulate a genuine community need; this need determines what type of service your students will perform.

Design the service-learning experience collaboratively with the community and service agency staff, the community participants or both. This means meeting face-to-face with the community and service agency representatives to discuss the following: your module outcomes; specific community resources and needs; and activities students can perform to address them. Answer the following questions, which can be used as a checklist to help ensure a meaningful, collaboratively designed service-learning experience:

- Are academic service-learning experiences designed around community-identified needs?
- Is the service activity engaging, challenging, related to key module outcomes and meaningful to the students?
- Are the agency site supervisors and the academic staff significantly involved in defining and designing the academic service-learning experience?
- Are the agency site supervisors knowledgeable about and committed to the module outcomes and willing to work in partnership to achieve them?
- Are the agency site supervisors willing to assist, orientate, train and supervise students?

(Stacey, Rice and Langer, 2001: 25)

3.6.3 Plan logistics, budget, and create useful forms and documents

A major issue of integrating service-learning in the curriculum of a module is making the logistical arrangements. These arrangements include budgeting, transportation, scheduling, monitoring student attendance, and liability. The service-learning/ community engagement office on campus can assist with these logistics. Refer to Chapter 7: *Service-Learning in Practice.*

- **Budgeting and resources**

The budget for a module with service-learning should be part of the departmental and faculty budget. The academic staff responsible should compile a budget for the module and submit it as required in terms of the departmental and faculty procedures and format. It is also necessary to identify and plan available resources (physical space, human resources and operating costs).

- **Plan transportation for service-learning activities**

In choosing sites, the service-learning/ community engagement office on campus will attempt to use sites accessible to public transportation (but this is difficult and the exception to the real

practice). The ideal sites for your module may not be easily accessible by public transport. At many campuses HEI transportation is being provided to service-learning sites; institutional cars and buses are often difficult to arrange and coordinate but they are the safest and thus recommended way. Sometimes students arrange their own transport. We recommend that you read your institution's policy document on guidelines for ensuring the safety of students during community engagement/ community-based education/ service-learning.

- **Coordinate scheduling of contact sessions and site placements**

It can be quite a challenge making sure that everyone knows where to go and when. The students will need to coordinate their schedules with the needs of the community and service agencies, and the agencies will need to know when to expect students for service.

Scheduling can be handled in one of two ways.

- Scheduling can be handled in a centralised manner, with the coordinator of the service-learning/ community engagement office on campus making all the arrangements. Before the start of the quarter/ semester, the community coordinator will find out the days and times that the community and service agencies need your students. At the first or one of the first lectures, the community coordinator can match the student to the site, based on availability and interest. With a formal schedule that shows who is going where and when, everything is much more organised. When students make their own schedules, it is easier for them to decide not to show up and attendance often tapers off as students get involved with the rest of the quarter/ semester modules and activities.

- The other method for handling scheduling is to have students make their own arrangements. This allows for students to take greater responsibility and learn professionalism. Also, it eliminates one step in the communication between the community and service agencies and students. We discourage this method, however, since the students may not start at the site right away and the community and service agencies may not know when to expect them. Nevertheless, we have found that Master's and Honours students are able to take responsibility for making arrangements (although monitoring is still required).

- **Monitor attendance and involvement of students**

During the term/ semester, it is important to monitor the students' level of involvement in the project. On-site projects will require closer monitoring. If students are not keeping their commitment to provide a certain number of hours of service, then you need to know this. When students go on site, they should sign in and out using a time log.

The service-learning time record form (see Appendix **G**) is a useful tool for documenting student hours. Two options may be provided: one that is signed by the site supervisor after each visit or one that is signed by the supervisor at the end of the quarter. Having the supervisor sign the form after each visit and collecting the forms regularly will allow you to catch problems early; however, this may prove too burdensome.

If the students are producing a product for the community and service agencies, it is still worthwhile to monitor student progress throughout the quarter/ semester. You could have the students turn in rough drafts, or you could divide the final product into smaller subparts, which could be turned in periodically throughout the quarter/ semester. You should not necessarily rely on students' testimonies that they are making adequate progress. Often students will underestimate the scope of the project or overestimate their ability to accomplish a great amount of work in a short time. Help your students to stay on track and meet deadlines. You can also require students to keep time records, showing what they did and how much time they spent doing it.

- **Create useful forms and documents**

To assist with the design, implementation and evaluation of your service-learning module there are some basic forms or documents frequently used by established programmes. Academic staff at some South African HEIs will have developed forms for their own modules and programmes. We have solicited specific examples and/or templates to add as appendices to this book. However, you may decide to contact an HEI or campus directly to ask for permission to view samples of forms to adapt for your own purposes or you may download such templates from institutional websites.

Listed here are a number of recommended documents and forms to provide effective support for a module with service-learning in an academic programme. In addition, suggestions are provided for key elements to consider or include.

Table 3.4 Recommended Documents and Suggested Elements to Include in the Design, Implementation and Evaluation of a Service-Learning Module

DESIGN FORMS AND DOCUMENTS	***SUGGESTED ELEMENTS TO CONSIDER/ INCLUDE:***
• Study guide for students • Module description • Workbook or guide for students	Provide a study guide for students, consisting of: learning outcomes for modules, and assessment criteria; expected time required for service placement, frequency/ type of planned reflection activities; and additional academic learning requirements and/or resources. (See Chapter 4, table 4.9, for a checklist for compiling a study guide for a module integrating service-learning.)
• Service placement description	Required time commitment, available time schedule, training provided, orientation sessions, service goals or outcomes, service activities, and organisation contact information.
• Guide for community and service agencies	Module-specific learning outcomes, HEI contact information, suggested service activities, needs assessment guide, lecture time schedule, opportunities to participate in lecture hall, academic background/ year etc. of students, research interests of academic staff member, resources required or to be provided, and required staff time commitment.
IMPLEMENTATION FORMS AND DOCUMENTS	***SUGGESTED ELEMENTS TO CONSIDER/ INCLUDE:***
Student contracts/ agreements	Clear statements of learning outcomes, service outcomes/ goals, organisation expectations, training requirements, time commitments, and HEI and community and service agency contact information.
Reflection journals	Models for structured reflection, statement starters, specific questions to consider, and opportunities to use multi-sensory reflection (e.g. drawing, photography, video and audio recordings).
ASSESSMENT AND EVALUATION FORMS AND DOCUMENTS	***SUGGESTED ELEMENTS TO CONSIDER/ INCLUDE:***
Student learning	Understanding of module content, demonstration of critical thinking skills, ability to connect experience to theoretical concepts, writing skills, and oral communication skills.
Personal development	Awareness of social issue(s), leadership skills development, commitment to community engagement, and motivation and sense of personal direction for the future including career choices.
Service to community and service agencies	Community and service agencies/ issue awareness, organisational goals, client wellness, and staff motivation/ recognition.
Service-learning partnership	Effective communication, role clarity, levels of trust, resource sharing, and willingness to participate in the future.

3.6.4 Consider the possible risks and liability issues immanent in the module

Refer to Chapter 6: *Risk Management and Agreements for Service-Learning.*

3.6.5 Plan and organise student orientation and training

Refer to Chapter 5: *Partnership Development for Service-Learning*. The following should be part of student orientation and training and we recommend that this be included in a guide to students:

- Introduce the concept of service-learning.
- Orientate students to general logistical considerations.
- Introduce broader issues relating to the module.
- Orientate students about expectation and responsibilities.

3.6.6 Maintain sustainable community and service agency partnerships

Refer to Chapter 5: *Partnership Development for Service-Learning.* The following should be considered in maintaining sustainable community and service agency partnerships:

- Maintain communication mechanisms in the partnership.
- Ensure that representatives of partners acquire skills and support to fulfil their commitment to the partnership outcomes.

3.7 CONCLUSION

Integrating service-learning in the institution's curriculum does not require homogenising higher education. The way that service-learning is integrated in a student's academic programme will vary greatly depending on the discipline in which the student is focusing. Nevertheless, regardless of discipline, we as academic staff members encourage the HEI to expand and enhance its educational mission to respond to society's emerging needs if we are to fulfil our role in educating the 'good citizen' of the 21st century (Bender 2005b; Bender 2006b).

Integrating service-learning in the curriculum at an HEI cannot be done casually or as a simple add-on to existing responsibilities of academic staff and administrators. It will require a significant investment of planning, time and finances to reshape and restructure existing and new modules and, ultimately, to test and revise these new forms of facilitation/ teaching. For an academic department to take seriously this new educational challenge, the investment of time to rethink parts of a curriculum, or even an entire curriculum, will be great – an endeavour that reasonably can be expected to extend over several years (Bender 2005b; Bender 2006b).

The focus of this chapter was on the curriculum design, implementation and monitoring of a module with service-learning within an academic learning programme. The integrated curriculum model provides a framework for academic staff and complies with the *Good Practice Guide* (HEQC/ JET, 2006).

The development of a curriculum is an ongoing process, as depicted in figure 3.1. In practice, the cycle can start anywhere, but in order to work systematically and progressively we propose the following order as phases: development and design, implementation, reflection and assessment, and evaluation. Each of the phases consists of activities that should be carried out to design, implement and evaluate an effective module with service-learning (Bender, 2005a; Bender, 2005b; Bender, 2006a). Chapter 3 included the first two phases; in Chapter 4, we present phase 3: Reflection and Assessment, and phase 4: Evaluation, with their stepwise activities.

SELF-STUDY ACTIVITY

Prepare a proposal for approval by the faculty programme committee, Faculty Board, and unit for quality assurance on the integration of service-learning in a module/ course that you are teaching at undergraduate or postgraduate level.

You should be able to:

- Prepare all the necessary documents for the submission of a module that integrates service-learning (in an academic learning programme): for example, the introduction of new modules, or name changes of existing modules; the changing of module descriptors; the introduction of new programmes/ qualifications or the changing of the designation of existing programmes/ qualifications; guidelines for ensuring the safety of students; and so on.
- Prepare a presentation for the faculty programme committee (and Faculty Board meeting) on how you have applied the integrated curriculum model for service-learning in a specific module/ course and how the module aligns with the wider academic learning programme.

CHAPTER FOUR

SERVICE-LEARNING IN THE CURRICULUM: REFLECTION, ASSESSMENT AND EVALUATION

OUTCOMES

By the end of this chapter you should be able to:

- Acquire the necessary knowledge, skills and attitudes to assess and evaluate a module with service-learning in an academic learning programme.
- Demonstrate – by implementing the reflection, assessment and evaluation activities of the curriculum model for service-learning – how service-learning can be integrated in the curriculum of a module.
- Design, implement and assess reflection activities for service-learning.
- Design appropriate mechanisms for assessment of student service-learning.
- Complete the template for the design of a module integrating service-learning in the curriculum. Use Appendix **A**: SECTION B: *Phase 3: Reflection and Assessment:* 1 and 2; *Phase 4: Module Evaluation:* 1 and 2. You may also find it useful to draw on the content of Chapters 3, 5, 7 and 9 to complete the template.

4.1 INTRODUCTION

A review of service-learning literature identifies multiple rationales for its use in different educational settings. Service-learning may be valued, for example, because it enhances social responsibility, because it helps teach problem-solving skills, because it helps students learn more about themselves and their own capacities, because it promotes collaborative learning, and/or because it enhances relationships among HEIs, community and service agencies and different communities. Early advocates for service-learning at various HEIs in South Africa embraced many of these rationales (Bender, 2005b). In this chapter, we continue to discuss the integrated curriculum model for service-learning, focusing on phase 3: Reflection and Assessment, and phase 4: Evaluation (see figure 4.1; and Bender, 2005a; Bender, 2005b; Bender, 2006b).

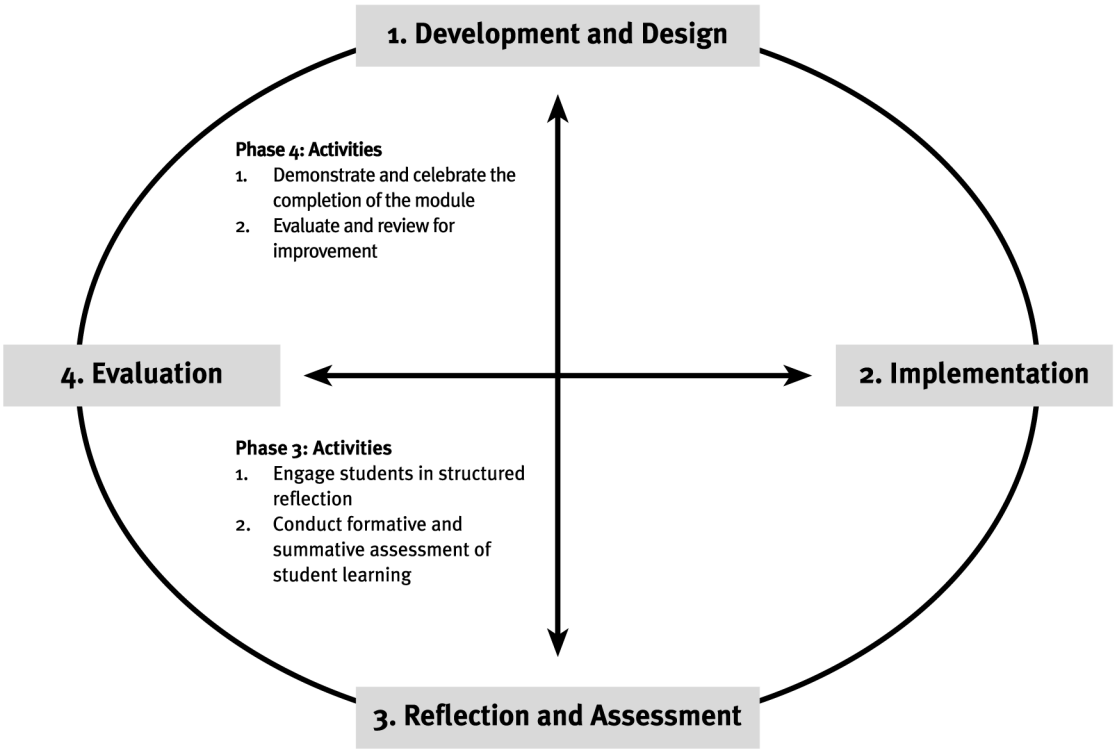
The aim in demonstrating the curriculum model for service-learning is to guide and assist academic staff and administrators in integrating service-learning in the curriculum – resulting not only in better-educated students but also in students becoming better citizens.

Jacoby and Associates (1996: 9) write:

> As a pedagogy, service-learning is education that is grounded in experience as a basis for learning and on the centrality and intentionality of reflection designed to enable learning to occur.

Given the centrality of reflection in service-learning, it is an excellent pedagogy with which to model refinements of reflective processes. The focus of this chapter is mainly on using reflection to actualise *service **and** learning*. There should be a definite linkage between learning outcomes, reflection and assessment (refer to Chapter 3). This chapter also focuses on assessment and evaluation of service-learning. The chapter concludes with discussion of the challenges for academic staff, students and community and service agencies – and suggested strategies for meeting such challenges head-on.

Figure 4.1: An Integrated Curriculum Model for Service-Learning (Phases 3 and 4)



(Bender, 2005a; Bender, 2005b; Bender, 2006b)

4.2 PHASE 3: REFLECTION AND ASSESSMENT *(REFLECT)*

There are two basic stepwise activities in this phase:

- Engage students in structured reflection.
- Conduct formative and summative assessment of student learning.

4.2.1 Engage students in structured reflection

In their book, *A Practitioner's Guide to Reflection in Service-Learning* (1996), Eyler, Giles and Schmiede refer to the value and process of reflection in service-learning. They discuss how, when something happens that we do not understand, we tend to try to explain it using information that we used before. When these old explanations don't fit, we experience 'dissonance' – a gap between what we are experiencing and what we understand. We may try to ignore the discomfort of the dissonance, or to apply the old, familiar but inadequate framework, or we can choose to explore the discomfort and learn from it. Sometimes structured opportunities for reflection can assist us in such exploration for meaning. By engaging in this questioning process we develop strategies for deeper understanding of new and challenging situations.

Reviewing approaches to service-learning, Eyler, Giles and Schmiede (1996) conclude that *reflection* is the necessary link that integrates service and learning in a mutually reinforcing relationship. In fact, as they point out, "It is critical reflection...that provides the transformative link between the action of *serving* and the ideas and understanding of *learning*" (Eyler, Giles and Schmiede, 1996: 14).

4.2.1.1 What is reflection and structured reflection?

Reflection is the "intentional consideration of an experience in light of particular learning objectives" (Hatcher and Bringle, 1997: 153). Reflection is a process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is, according to Bringle and Hatcher (1999: 153),

> ...a process by which service-learners think critically about their experiences. It is the process of looking back on the implications of actions taken – good and bad – and determining what has been gained, lost, or achieved and connecting these conclusions to future actions and larger societal contexts.

Through reflection, students analyse concepts, evaluate experiences and postulate theory. Critical reflection provides students with the opportunity to examine and question their beliefs, opinions and values; it involves observation, asking questions, and putting together facts, ideas and experiences to derive new meaning.

The term *structured* reflection refers to a thoughtfully constructed process that challenges and guides students in:

- Examining critical issues related to their service-learning projects;
- Connecting the service experience to module content;
- Enhancing the development of social responsibility and ethical skills and values; and
- Assisting students in finding personal relevance in the work.

(RMC Research Corporation, 2003)

4.2.1.2 What are the aims of structured reflection?

The overall aim of service-learning as a teaching and learning strategy is to promote the development of the whole person. The overall aim in the reflection component of service-learning is to assist students to recognise and articulate their learning so that they can apply it critically towards:

- Continuous learning and personal growth beyond the service-learning experience;
- Improved learning; and
- Improved service and citizenship (social responsiveness).

Regardless of the aims of learning outcomes emphasised in a particular service-learning module, the reflection process must be structured to reinforce specific educational outcomes that academic staff have identified as critical and specific in the module. For example, if critical thinking were a specific learning outcome of a particular module, then academic staff would need to design reflective exercises that would help students understand the uncertainties inherent in the service-learning module, identify a range of possibilities for addressing such uncertainties, and examine these possibilities from the perspective of different stakeholders.

Academic staff cannot assume that the service experience will automatically result in enhanced problem-solving skills; an intentional, ongoing process is required for coaching students and helping them acquire such skills because, according to Stacey, Rice and Langer (1997: 26),

> ...many students do not immediately see the connection between the vivid, complex experiences in their service and the important ideas in a university module. They need help making the link through structured reflection.

4.2.1.3 Reflection plan for effective service-learning

In order to design an effective reflection process, academic staff must address the question: How can reflection contribute to effective service-learning? The six principles below can help academic staff in enhancing the quality of both students' service and learning through reflection (compare with Eyler, Giles and Schmiede, 1996):

- **Connected:** Effective service-learning integrates service with module content. Reflection is the means whereby academic staff can help students develop meaningful connections between the service experience and course content.

- **Continuous:** Student learning is enhanced by providing multiple opportunities for reflection before, during and after the project. Project effectiveness is also enhanced by using reflection to prepare students for the service-learning experience and to guide students as they address community concerns.

- **Challenging:** Service-learning projects should challenge students to think in new ways, raise new questions and explore new ways of problem solving, including the kind of public problem solving connected to democratic civic engagement. By encouraging students to explore issues more deeply and to think about issues and solutions they may not have considered previously, academic staff can enhance students' problem-solving efforts as well as the resulting learning.

- **Coaching:** Academic staff must challenge students, while simultaneously providing support and creating a 'safe' environment – one where students are confident that their contributions and feelings will be respected. Furthermore, students need support in executing complex project tasks. Note that continuous reflection facilitates the academic staff coaching role by providing project-related information in a timely manner.

- **Contextualised:** Academic staff can enhance the effectiveness of service-learning projects by ensuring that reflection activities are appropriate for the context and setting of the project. In designing the reflection process, academic staff must consider factors such as student knowledge and attitudes, community needs, and course objectives and constraints.

- **Communication:** Structured reflection should provide opportunities for communication with peers, academic staff and community and service agencies. Communication between academic staff and community and service agencies is essential to ensuring that the project is effective in meeting community needs. Communication with academic staff, peers and community and service agencies can also enhance student learning by exposing students to multiple perspectives.

Reflection: Design decisions

Academic staff play a key role in structuring the reflection process, and need to make design decisions about the following key aspects of the reflection process:

- Learning outcomes;
- Frequency and timing of reflection;
- Form of reflection; and
- Feedback/ assessment.

- **Learning outcomes**

Establishing clearly defined learning outcomes is the key to effective reflection. Learning outcomes must drive the design of reflection activities, and the feedback and assessment process (refer to Chapter 3).

- **Frequency and timing of reflection**

Academic staff must ensure they create several opportunities for reflection before, during and after the service experience.

- **Form of reflection**

Academic staff must select appropriate forms of reflection. Different forms of reflection include journals, portfolios and integrative papers. While selecting appropriate forms of reflection, the following further issues must be addressed:

  - **Degree of structure**

    Regardless of the form of reflection used, academic staff need to decide how to structure the reflection. For example, in using journals academic staff must decide whether to use a free-form journal or to provide more structure to journal entries. Academic staff may seek to encourage open-ended explorations of issues; however, if little structure is provided there is a danger that students could fail to explore important issues.

  - **Small group/ large group**

    Students may often participate in service experiences with their peers. Academic staff must decide how to engage small groups and/or the entire class in reflection.

  - **Communication with community and service agencies**

    Academic staff must also explore opportunities for involving community and service agencies in reflection. Enhancing communication among students, academic staff and community and service agencies can enhance community outcomes as well as student learning.

- **Feedback/ assessment**

Regular and ongoing feedback may be required to prompt students to think further about issues, and to consider other, related issues and perspectives. Academic staff must also make decisions about how to assess and allocate marks to student reflection.

4.2.1.4 Who is involved in structured reflection?

Many reflection activities involve a 'critical synthesis' of the service experience by individual students. However, academic staff must also consider how student interactions with all the partners in the service-learning process (HEI administrators, peers and clients, staff and volunteers at community and service agencies) can and do enhance student reflection (Stacey, Rice and Langer, 1997). The following participants can be added to the list: supervisors at the community and service agencies, other members of the HEI, and students who have formerly taken the module with service-learning.

4.2.1.5 What is the role of academic staff in structured reflection?

Academic staff (i.e. the lecturer for the module) must:
- Design reflection;
- Coach students during reflection; and
- Monitor reflection and provide feedback.

The RMC Research Corporation (2003) provides the following guidelines concerning the role of academic staff in structured reflection:

- "A key role for faculty involves designing appropriate reflection activities at different stages of the Service-Learning project." Academic staff must consider how such reflection activities can be structured to involve peers and the community and service agencies, and decide on appropriate ways to evaluate student reflection and measure progress towards course goals. "Finally, faculty must devise ways to integrate reflection activities with other course activities."

  "A second key role of faculty involves coaching students. Coaching during reflection can help promote effective service and enhance student learning. In addition to concepts and guidelines learned in the classroom, students need additional skills related to information gathering, problem framing, and problem-resolution. Students cannot learn such problem-solving skills simply by being 'told' by an instructor. These skills are better learned by active participation and by faculty coaching. Faculty can coach by modeling practice, giving suggestions and examples, providing feedback and asking questions. Faculty can also provide tips and advice to help students avoid pitfalls."

- "Finally, the effectiveness of reflection in enhancing project quality and in promoting learning depends on continuous faculty feedback. For example, if reflection suggests that students are not considering particular constituencies' alternative options in addressing a problem, faculty may have to assign additional exercises that facilitate student reflection in those directions. Monitoring student reflection also helps faculty in enhancing the reflection process over time. In addition, project quality and learning can be enhanced by student feedback that in turn can depend on the communication environment that the faculty member has facilitated."

4.2.1.6 Modes of reflection, with examples

A variety of personal activities can be used to facilitate student reflection. In this section we offer ideas (with examples in each case) for different modes of reflection:
- Writing;
- Telling;
- Activities; and
- Multimedia.

Academic staff could require students to keep journals, could organise presentations by community leaders, could encourage students to publicly discuss their service experiences and the learning that ensued, and could require students to prepare reports to demonstrate their learning. When constructing the reflection activities academic staff should consider the following:

- Reflection activities should involve individual students and address interactions with peers, community members and staff of community and service agencies.
- Students with different learning styles may prefer different types of activities. Academic staff should select a range of reflective activities to meet the needs of different students.
- Different types of reflection activities may be appropriate at different stages of the service experience. For example, case studies and readings can help students prepare for the service experience.
- Reflection activities can involve reading, writing, doing and telling.

Examples of reflective activities are briefly described below (Hatcher and Bringle, 1997; Bringle and Hatcher, 2001).

- **Writing**

For many students in service-learning modules and projects the predominant form that their reflection takes is written. Written reflection techniques offer several unique advantages compared to other modes; they provide an opportunity to practise and refine writing skills, challenge students to organise their thoughts in order to make coherent arguments, and generate a permanent record of service experiences that can be used as part of future learning activities. Written reflection can take a variety of forms, as explored below:

Journals: Students may be asked to keep a journal as they engage in the service experience. The journals should not merely be simple inventories of events. Rather, they should address situations objectively, subjectively and analytically. Academic staff may provide questions to guide students in addressing issues and should periodically review and provide feedback on the journals. It is helpful to offer written comments, questions and feedback that will encourage, challenge and essentially provide a dialogue that deepens the students' thought processes. Taking up an entry each week or reading a weekly online posting can ameliorate problems at the service site and challenge students to rigorous intellectual enquiry.

Structured journals: Use structured journals to direct student attention to important issues/ questions and to connect the service experience to module content. A structured journal provides prompts to guide the process of reflection. Some parts of the journal may focus on affective dimensions while others relate to problem-solving activities.

Analytic papers: Analytic papers provide students with an opportunity to describe their service experience, to evaluate the experience and what they have learned from it, and to integrate their experiences with course topics. If the papers are assigned at the end of the module, students can make use of ideas derived from class discussion, journals and other reflective activities provided during the course. Papers may include traditional library research, interviews or other quantitative and qualitative methods.

Portfolios and notebooks: Students may be asked to compile materials relevant to the service-learning experience and the module of which it is a part. These materials may include: journals, analytic papers, scripts/ notes for class presentations, items created or collected as part of the service, pictures, agency brochures, handbooks, time sheets, service agreement and training materials. Portfolios provide a focus for reflection on the service experience and its documentation. Introductory letters or papers addressed to the reader can help students to discover meaning through writing.

Reading responses: Students may be asked to write responses to module readings, connecting them with service experiences. Students can be allowed greater or less freedom in how they respond, by posing either general or more focused questions.

Electronic forum: Students may be asked to contribute via email or a listserv to electronic discussion on the service-learning and module study units/ course topics. Students may respond either to questions posed by the instructor, points raised by other students, or readings posted on the site. Students may prepare websites that document and reflect on their work.

- **Telling**

Reporting insights orally to others is a great way to deepen students' understanding of those insights. Examples of telling include:

Storytelling: Storytelling remains one of the most important ways that humans transmit information to one another. The benefits of storytelling, however, do not apply only to those listening to the story; the teller, too, has his/her understanding enhanced through the act of communicating it to others.

Presentations: In a formal way oral presentations can offer several advantages in service-learning modules, including providing students with opportunities to practise their public speaking skills. Students may be asked to make presentations to their classmates (and/or to broader audiences) describing their service-learning experiences, evaluating them and integrating them with the module topics. Community and service agency partners may be invited and/or students may present at the service site. Presentations may be videotaped to share with other audiences. This links to another mode of reflection – multimedia.

Case studies: Assign case studies to help students think about what to expect from the service assignment and to plan for the service activity. Use published case studies or lecturer developed case studies based on past modules with service-learning.

Group discussions: The groups may involve either the entire class or just small numbers of students. If the groups are small, the academic may allow students to choose their own group members, or s/he can set criteria for group composition (e.g. no groups composed of a single ethnicity or gender), or s/he can assign students to groups. The group members exchange ideas about the module study units/ course topics and/or the service experiences. The lecturer may pose either general or narrowly focused questions for discussion. A scribe may be assigned to submit a summary of the discussion to the lecturer or to the rest of the class.

- **Activities**

Activities, projects and other forms of 'reflection through action' can also offer specific advantages in meaning-making. Often, these sorts of exercises speak to a variety of learning styles, help to develop groups, and allow forward momentum to be built in the module. Examples are:

Simulations, role-plays and games: Students may problem-solve by acting out potential problems or issues at the service site.

Letters: Students may write letters to community partners, parents or other appropriate audiences to help them process their learning.

Engaging the community: Enrich reflection activities by inviting community and service agency partners to participate in class reflection or to suggest topics. Ask partners to share in the teaching role by reflecting informally with students on site, when the opportunity arises. Invite community and service agency partners into the classroom during the course to reflect on ongoing projects; and invite them into the classroom again at the end of the course to reflect on the events of the semester. Meet with community and service agencies once the semester is over to reflect on and discuss the service-learning partnership experience.

- **Multimedia**

Collages, drawings, photo or video essays and other forms of multimedia reflection offer additional advantages for the reflector through incorporating multiple learning styles, serving as excellent tools for capturing subtle emotional truths, and providing great opportunities for creative expression (Collier and Williams, 2005).

4.2.1.7 When should structured reflection occur?

Based on the kinds of design considerations discussed in previous paragraphs, academic staff should develop a plan for continuous reflection to ensure effective integration of the service activities with other module content. Academic staff might find it helpful to think in terms of the three stages of reflection: *before* experience, *during* experience, and *after* experience. Academic staff might want to address the same set of learning outcomes at each stage, but the way in which the outcomes are addressed could be very different depending on the stage of reflection. For example, academic staff might focus on helping students acquire the requisite problem-solving skills before the experience. During the service, the focus might be on coaching students in solving a complex service-learning problem. After the service, reflection activities might focus on helping students consolidate their learning and consider limitations and future extensions.

Reflection *before* experience
Design reflective activities that help students prepare for the service experience. Thus, reflective activities could be designed to:

- Help students acquire the disciplinary knowledge required for service activities;
- Provide opportunities to practise application of disciplinary knowledge;
- Help students develop the problem-solving skills required to address community concerns;
- Help students develop an understanding of community needs, and community and service agencies; and
- Help students develop information-gathering skills for collecting information required for service activities.

Reflection *during* experience
Communicating with students throughout the service project may be critical, in order to ensure that students are performing project tasks competently, and for helping students refine and develop their initial ideas. Ongoing communication can also be a starting point for understanding student problem-solving efforts and assessing the developmental levels of students as they grapple with issues. As these factors will have an impact on the service activity and student learning, they can provide useful information for refining the reflection process in subsequent semesters.

Reflection *after* experience
Use reflection to connect service experience back to disciplinary knowledge and explore future applications. Challenge students to think critically about their service experiences and the responsible application of knowledge and public problem solving.

The **three-stage reflection model** of Toole and Toole (1995), which is discussed in more detail below, illustrates the stages and questions for reflection. Examples of the goals of reflection and the design of reflection activities at each step (before, during and after) are provided.

4.2.1.8 Reflection models: How to implement structured reflection?

How to reflect, or the reflection model academic staff will implement, depends on the context, discipline, teaching and learning perspectives and strategies, learning and reflection outcomes, different learning styles of students and the preferences of the academic.

There are various reflection models but for the scope of this chapter only three models will be discussed. The models are the:

- **Three-stage** model of Toole and Toole (1995): What? (Analysis), So What? (Critical Thinking), and Now What? (Decision Making);
- **ORID** model (Colorado State University, CSU, *Service-Learning Faculty Manual,* 2005): **O**bjective, **R**eflective, **I**nterpretive and **D**ecisional; and
- **DEAL** model of Ash, Clayton and Atkinson (2005). In this book we propose an adaptation of the three-phase reflection model – the DEAL model – of Ash, Clayton and Atkinson (2005): **D**escribe the experience(s) objectively; Analyse (those authors refer to **E**xamine) the experience(s) in terms of the categories of service-learning outcomes; **A**rticulate (express) the **L**earning that results.

The first two models – **Three-stage** model and **ORID** model – are easy to apply and are recommended for undergraduate service-learning modules and especially for students with limited knowledge, skills and experience with reflection. The **DEAL** model requires more knowledge and experience with reflection and is recommended for final-year students of a four-year academic programme and for postgraduate students, doing postgraduate certificates, Honours or Master's programmes.

The following is a useful source with detailed information on reflection:
Eyler, J., Giles, Jr., D.E. and Schmiede, A. (1996). *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections*. Nashville, TN: Vanderbilt University. The following websites are very informative and are recommended: www.uvm.edu/~dewey/reflection_manual/ and www.compact.org/disciplines/reflection/

- **Three-stage model of Toole and Toole (1995)**

Toole and Toole (2001) posited reflection as being a central feature of the service-learning cycle (see figure 4.2, below). In this three-stage model for reflecting upon experience the questions are, What?, So What?, and Now What? (Toole and Toole, 1995).

Stage 1: What? Reflection *before* service-learning experience (*Analysis*)
Stage 1 includes identifying the service-learning outcomes, planning and preparation. This stage asks for a statement of facts and occurrences. Asking 'What?' starts the reflection process through descriptive questions for students to answer in their reflective journals:

- What do I expect to get out of this experience (goals, outcomes, purpose, ideas)?
- What did I observe during my first visit?
- What is the mission of the community and service agencies? Their goals?
- Are there other agencies in the community that have similar goals?
- What part was the most challenging? Surprising?
- What roles am I taking on?
- What of myself did I share with others?
- What happened to me today?

Stage 2: So What? Reflection *during* service-learning experience (*Critical Thinking*)
Stage 2 includes meaningful service experience, observation and analysis, and pertains to the difference the experience makes to the student. It looks at the consequences of the day's action and questions the significance. This stage challenges students to interpret the meaning of their experiences. Questions for students to answer in their reflective journals are:

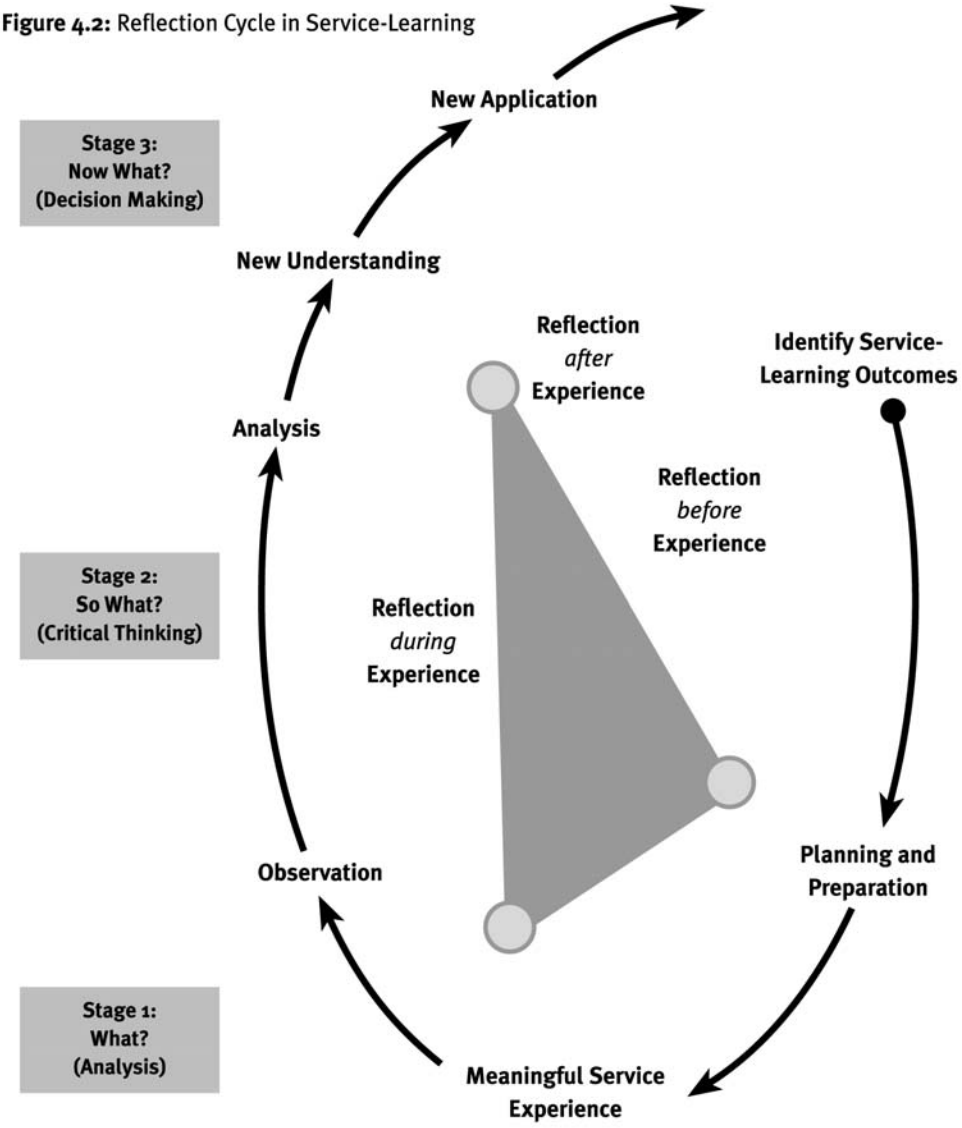
- What did this experience mean to me?
- What did I do that was effective? Why was it effective?
- What am I learning about others and myself?
- What did I do that seems to be ineffective? How could I have done it differently?
- What values, opinions, decisions have been made through this experience?

Stage 3: Now What? Reflection *after* service-learning experience (*Decision Making*)
Stage 3 is the process of applying the lessons students have learned to other situations and contexts: new understanding about student self and community issues and new application of knowledge and how learning experiences can be applied to other community engagements to produce positive results. Questions for students to answer in their reflective journals are:

- Is it important for me to stay involved in the community?
- What will the final results of my efforts be?
- How will my efforts working with these community and service agencies contribute to social change?
- How can I use what I learned in my module work or in a future career?
- What changes would I make in this experience if it were repeated?
- Will I continue to be of service? Why or why not?
- How does this experience exemplify or contradict module materials?

(Toole and Toole, 1995)

Figure 4.2: Reflection Cycle in Service-Learning



(Toole and Toole, 1995)

- **ORID model**

The **ORID** model provides a progression of question types designed to move students from reflecting on the concrete experience to analytical and subjective reasoning. It mirrors the Kolb learning cycle (1984) and may be used to create journal or discussion questions and to guide assignments and activity types. The progression may be completed within one assignment and/or over the whole semester.

- **Objective:** Begin with questions related to the concrete experience. What did students do, observe, read, and hear? Who was involved? What was said? What happened as a result of their work?
- **Reflective:** Next introduce questions that address the affective experience. How did the experience feel? What did it remind student of? How did their apprehension change or their confidence grow? Did they feel successful, effective and knowledgeable?
- **Interpretive:** Then ask questions that explore students' cognitive experience. What did the experience make them think? How did it change their thinking about...? What did they learn? What worked?
- **Decisional:** Finally, students are prepared to incorporate their experience into a new paradigm. They may have a shift in knowledge, awareness or understanding that affects how they see things and, ultimately, how they will act. What will they do differently next time? What decisions or opinions have they formed? How will the experience affect their career path, their personal life choices or their use of new information, skills or technology?

(Colorado State University, 2005: 27)

- **The DEAL model of Ash, Clayton and Atkinson (2005)**

The authors Ash, Clayton and Atkinson (2005) have developed an integrated approach to reflection and the assessment of student outcomes, which supports students in achieving and demonstrating academic learning outcomes as well as outcomes with respect to personal growth and civic engagement (social responsibility) (Ash and Clayton, 2004). Interesting about this model is that the authors start with a reflection model and then proceed to the formulation of hierarchical learning objectives – Identify, Apply, Analyse and Synthesise, and Evaluate – that should guide students' thinking as they take the core idea surfaced in a reflection activity and develop it into rich or deep learning (Ash and Clayton, 2004; Ash, Clayton and Day, 2004; Ash, Clayton and Atkinson, 2005). (See Chapter 3 for the formulation of learning outcomes regarding academic learning, personal growth and social responsibility.)

The DEAL model can appropriately be adjusted for outcomes-based education. The model has six elements as described below by Ash and Clayton (2004) and we could refer to this model as best practice for reflection:

1. Reflection is **guided** (or **structured**) – by written or oral prompts provided by academic staff or lecturers, peer leaders, or the students themselves. Such guidance requires a combination of advance planning and serendipitous adaptation, is flexible but structured, and assumes a collaborative approach to learning, in which students and lecturers enter into open and honest conversation that is mutually enriching.
2. Reflection is **integrative** – of lecture hall and community, of theory and practice, of multiple perspectives and outcomes.

3. Reflection is grounded in specific **objectives** or **outcomes**. In the case of service-learning those outcomes fall into the domains of academic enhancement, personal growth and civic engagement (social responsibility). Within each domain, outcomes are structured hierarchically in accordance with Bloom's Taxonomy (1956), from identifying knowledge, through application and analysis, to developing and evaluating judgments (see Chapter 3 for the formulation of learning outcomes).
4. **Reflection occurs through three stages or phases:**
   - **Phase 1: Description of experience;**
   - **Phase 2: Examining of experience; and**
   - **Phase 3: Articulation of specific learning outcomes.**
5. **Feedback** on the process of reflection is essential, and it must both challenge and support the student.
6. Reflection is a **continuous** process, occurring before, during, and after an experience.

The name DEAL derives from the three phases in the reflection model:
1. **D**escribe the experience(s) objectively;
2. **E**xamine or analyse the experience(s) in terms of the domains of service-learning outcomes:
   - Academic;
   - Personal; and
   - Civic or social responsibility.
3. **A**rticulate (express) the **L**earning that results (in written paragraphs format).

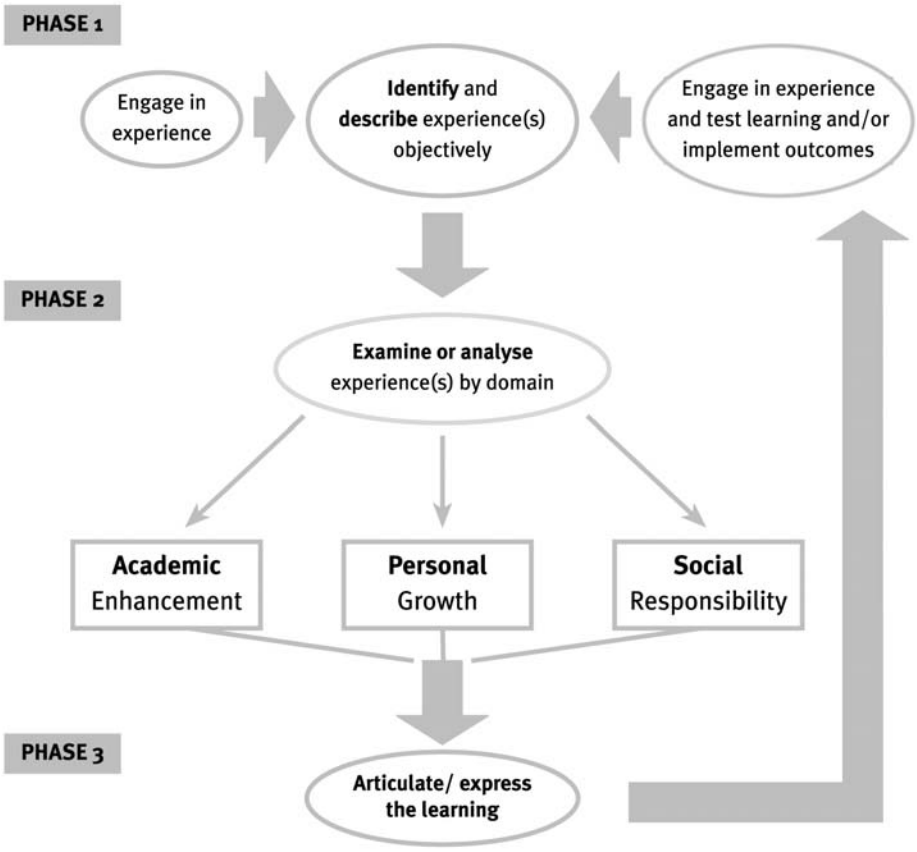
(Ash, Clayton and Day, 2004)

Ash, Clayton and Atkinson (2005) based this reflection model on research done at the North Carolina State University campus. In creating the reflection framework for the three-phase process, the authors, other academic staff and their students affiliated with the Service-Learning Programme at the university built on a previous model, the Integrative Processing Model of Kiser (1998). Organised as a series of questions, the reflection framework can be modified for use in a variety of settings for both written and oral reflection by either individuals or small groups. The *written* culmination of this framework as well as a variety of other reflection mechanisms, called an 'articulated learning', is a series of short paragraphs answering four questions, which in their simplest form can be summarised as:

- What did I learn?
- How, specifically, did I learn it?
- Why does this learning matter? and
- What will I do with it?

(Ash and Clayton, 2004; Ash, Clayton and Day, 2004; Ash, Clayton and Atkinson, 2005)

Figure 4.3: Schematic Overview of the DEAL Model for Structured Reflection



(Adapted from Zlotkowski *et al*, 2005)

This framework of the three-phase DEAL reflection model can be adapted for the South African outcomes-based approach. More detailed discussion follows on the three phases and associated activities (Ash, Clayton and Day, 2004).

Phase 1: Identify and describe experience(s) objectively

At the start of each reflection activity it is important to review carefully the experience(s) in question. This written and oral description can include what happened at the site itself as well as other activities, such as those associated with module and project planning.

This is a completely *objective* written description and is aided by reviewing a *structured reflective journal* the students have been keeping of their experiences (written format) (Zlotkowski *et al*, 2005). Table 4.1 provides a template with sample questions for students to identify and describe service-learning experiences objectively.

Table 4.1: Template with Questions for Students to Identify and Describe Service-Learning Experiences

IDENTIFY AND DESCRIBE YOUR EXPERIENCE(S) BY ANSWERING THE FOLLOWING QUESTIONS REGARDING YOUR SERVICE-LEARNING
Where was I?
Who else was there? Who wasn't there?
When did this experience take place?
Was this:
During a class, a pre-arranged meeting, a service activity?
A chance occurrence?
Other?
What was said?
What did I/ others do?
What did I/ we say or otherwise communicate e.g. through writing?
Did I/ others laugh, cry, make a face etc.?
What did I/ we hear? See? Smell? Taste? Touch? (Don't limit your description here to what you *sensed* from other people; consider as well animals, events such as loss of electricity or falling objects or weather etc.)
What actions did I/ we take?
Who didn't speak or act?
Why were we there? Why did the situation occur?

Once students have thoroughly described what happened, they can move on in phase 2 to further examine and analyse the most interesting or significant aspects of the experience (Ash, Clayton and Day, 2004).

Phase 2: Examine or analyse the experience(s) in terms of the main domains:

- Academic learning and enhancement;
- Personal growth; and
- Civic engagement/ social responsibility.

Students working with their own written journal accounts of their experiences, and examining and analysing them in terms of the *academic domain*, better understand both the module content (module descriptors) and the experiences. They will make connections between what they read and discuss and their experiences at the community and service agencies, including the issues their partnered community and service agencies face. In so doing, students will be able to *compare and contrast* what theory suggests with what actually happens – which are not always the same (Ash, Clayton and Day, 2004; Zlotkowski *et al*, 2005). Table 4.2 provides a template with sample questions for students to examine and analyse the service-learning experiences from the academic learning and enhancement domain.

Table 4.2: Template with Questions for Students to Examine and Analyse the Service-Learning Experiences from the Academic Learning and Enhancement Domain (Zlotkowski *et al*, 2005)

What specific *academic concepts* relate to this experience?
How was I able to *apply* a skill, perspective or concept related to the academic content (module descriptors)? Note that this could be a type of application in which you *did something* based on your knowledge, or it could be a type of application in which you are able to *see/observe* aspects of a concept in the experience that you had.
What *similarities and differences* are there between the perspective on the situation offered by the academic material, and the situation as it in fact unfolded? What are the possible reasons for any differences? For example, were there possible biases/ assumptions/ agendas on the part of the author/ scientists/ lecturer or on my part? How could these be addressed?
How does this experience *enhance my knowledge* of a specific reading, theory or concept? Does it *challenge* or *reinforce* my prior understanding? In what ways?
What *questions* should I ask/ what *additional information* would I need to put myself in a better position to judge the adequacy of the module content?

Students working with their own written journal accounts of their experiences, and examining and analysing them in terms of the *personal growth domain*, get the opportunity to explore what the experience reveals about their personal characteristics: their strengths and weaknesses, their sense of identity, the assumptions they tend to make, and their beliefs and convictions, as well as personal traits. Not only should the students be able to learn something new about themselves, they should also consider why they are the way they are (as revealed in the experience) and whether they want to make any changes in themselves. In this way, service-learning becomes an important part of students' ongoing personal growth process, teaching students to engage in self-evaluation and to deliberately use their experiences to grow into the person they want to become (Ash, Clayton and Day, 2004; Zlotkowski *et al*, 2005). Table 4.3 (below) provides a template with sample questions for students to examine and analyse the service-learning experiences from the personal growth domain.

Table 4.3: Template with Questions for Students to Examine and Analyse the Service-Learning Experiences from the Personal Growth Domain (Zlotkowski *et al*, 2005)

How did this experience make me *feel (positively* and/or *negatively*)?
How did I handle my reactions? Should I have felt differently? Why?
Why did I, or did I not, experience *difficulty working/interacting with other people*?
What could *I do differently* next time to minimise such difficulties or further improve on such relationships?
What *assumptions or expectations* did I bring to the situation (including my assumptions about other persons involved) that affected my *actions or decisions*?
To what extent did they prove true?
If they did not prove true, why was there a discrepancy?
What personal *skills* did I draw on in handling this situation?
What personal skills would I like to have had in order to have handled it *better* and *how* might I develop them?
How have *past experiences* influenced the way that I acted or the decisions that I made?
Am I comfortable with the influence past experiences have on me? Why or why not?
What personal *strengths/weaknesses* of mine did the situation reveal?
In what ways did they *affect* the situation positively and negatively?
What could I do to build on strengthsI overcome weaknesses?
How did this situation challenge or reinforce my personal *values, beliefs, convictions*?

Finally, students working with their own written journal accounts of their experiences, and examining and analysing them in terms of the *social responsibility domain* can deepen their understanding of citizenship. This helps students to know how individuals in a particular profession act in socially responsive ways, and to understand better why things are the way they are and how they might be changed, whether within their group, the community and service agencies where they are serving, or their society at large. Students might consider here either their own personal involvement in change-oriented processes or the undertakings of other people (in groups, organisations etc.), but in either case it is always important to understand what outcomes were at stake, what was done in order to try to accomplish them, and what might have been done differently (including, sometimes, changing the outcomes themselves). Ultimately we aim to promote long-term, sustainable improvement in the world around us; to do this we have to understand how to act as agents of change (Ash, Clayton and Day, 2004). Table 4.4 (below) provides a template with sample questions for students to examine and analyse the service-learning experiences from the social responsibility domain.

Table 4.4: Template with Questions for Students to Examine and Analyse the Service-Learning Experiences from the Social Responsibility Domain (Zlotkowski *et al*, 2005)

What was I/ someone else *trying to accomplish*?
What *roles* did each person/ group/ organisation involved in the situation play and why?
What alternative roles could each have played?
Did I/ other individuals act *unilaterally* or *collaboratively* and why?
Should I/ they have worked with others in a different way?
How did *leadership* emerge in this situation, on my part and/or on the part of others?
How was action initiated?
How were outcomes or goals established? What alternative forms of leadership were available?
In what ways did *power differentials* emerge in this experience?
What are the sources of power in this situation?
Who benefits and who is harmed by the use of power here?
Are *dependencies* created in this situation? If so, should they be eliminated and why?
How does this experience highlight the *relationship between individual choices or actions and the operation or constraints of institutions or larger systems*?
In taking action, was the focus on *symptoms* or *causes* of problems and was this appropriate to the situation?
If not, how might the focus be changed?
What is in the interest of the *common good* in this situation?
In what ways is the *individual good* (mine/ others') linked to and/or contrary to the common good?
What tradeoffs are involved in deciding between the two?
How does this experience help me understand better the *organisation's vision, mission and goals*?
What does it reveal to me about the relationship between the organisation and those it serves?
What does it suggest about how this relationship might be improved?

The examining and analysis phase of reflection serves to surface core ideas at the heart of deep learning. These ideas are then expanded on in phase 3, also written in the reflective journal, which generally takes place *after* a reflection session or other reflection activity.

Phase 3: Articulate/ express the learning

If the reflection process has been carefully guided – and if students have approached the process with a serious commitment to maximising learning – then there should be one or more core ideas that can be captured, and then taken away and built on, creating more significant and deeper learning. As mentioned earlier, the basic structure for this learning is reflected in the following questions: (a) What did I learn? (b) How, specifically, did I learn it? (c) Why does this learning matter (or why is it significant)? and (d) In what ways will I use this learning – i.e. what further goals or outcomes shall I set in accordance with what I have learned in order to improve myself and/or the quality of my learning and/or the quality of my future experiences or service? (Ash, Clayton and Day, 2004; Zlotkowski *et al*, 2005)

Thus, the articulated learning is a series of paragraphs written as the culminating phase of reflection sessions in each of the three domains of learning outcomes: academic, personal and social responsibility. Table 4.5 (below) provides a template with questions to help students articulate or express the learning.

Table 4.5: Template with Questions to Help Students Articulate or Express the Learning

What did I learn?
I have learned that...
How, specifically, did I learn it?
I learned this when...
Why does this learning matter, or why is it significant?
This learning matters because...
In what ways will I use this learning – i.e. what further goals or outcomes shall I set in accordance with what I have learned in order to improve myself and/or the quality of my learning and/or the quality of my future experiences or service?
In light of this learning...

Ash, Clayton and Atkinson (2005) believe that, by requiring students to articulate in their written work (structured reflective journal) what they have learned, they as academics are able to assess more directly what students have actually learned. This allows the authors to determine how closely that learning matches their expectations, and provides them with much more information regarding their programme's effectiveness than, for example, the results of a survey, from which they might only know what percentage of students *think* they learned a lot more that they would have in a traditional lecture hall.

The articulated learning is designed to be a foundation for students to carry the results of the reflection process forward beyond the immediate experience, improving the quality of future learning and experience (related to service or to other aspects of their lives) (Ash, Clayton and Atkinson, 2005).

4.2.1.9 Synthesis: The alignment of service-learning outcomes, reflection and assessment

Academic staff must carefully consider the alignment of service-learning outcomes, reflection and assessment. As we have seen from the previous discussion in this chapter, for reflection to be effective:

- It is crucial that outcomes are specified precisely; if not, it may be difficult to devise appropriate reflection activities and to develop appropriate assessment techniques. Academic staff can use a wide range of service-learning outcomes (such as those discussed in previous paragraphs) as a starting point for establishing specific service-learning outcomes.
- Before designing reflection, academic staff must select appropriate service activities. Unless service activities are structured in a way that supports the acquisition and reinforcement of specific disciplinary or module content and desired educational outcomes, it will not be feasible to incorporate reflection to support those outcomes.
- After designing outcomes and service activities, academic staff must consider the question: How can reflection be used to enhance a particular outcome (personal, academic, social responsibility)? A key issue to consider is the timing of the reflection: reflection activities before, during and after the service activity can contribute to an outcome in different ways.

In addition to the above considerations, for reflection to be effective it is crucial that academic staff consider how the outcomes of the module with service-learning activities will be *assessed*. Assessment is a fundamental aspect of teaching and learning, and a potentially powerful means of driving continuous improvement of teaching practices. While assessment is often seen as having the main purposes of determining students' progression and their fitness to graduate, it has equally important roles as an instrument of learning, as a means of providing students with information about their learning, and as a means of providing feedback about the quality of curricula and teaching. When conceived, designed and implemented well, assessment achieves all these purposes. It can be a potent stimulus and guide to learning. To achieve this, assessment must be a *systematic* process that provides directions to what should be learned, and provides evidence of how well that learning has been achieved.

4.3. CONDUCT FORMATIVE AND SUMMATIVE ASSESSMENT OF STUDENT LEARNING

There are many models, instruments and internationally published documents to assist academic staff with assessment of student learning and of whether students have attained or achieved the specific learning outcomes. Assessment methods and strategies should comply with the assessment policy of the department/ faculty and institution. For the purpose of this book only a few guidelines on assessment are provided.

Academic staff should consider how the outcomes of the module with service-learning activities will be assessed. Several resources are available on service-learning assessment (see Roufs, 2000, for a bibliography of service-learning assessment resources). While a detailed discussion of service-learning assessment is beyond the scope of this chapter, a key issue to consider in designing service-learning is the *link between reflection and assessment*.

Assessment can have multiple purposes. One important purpose is to provide feedback to students on what is expected of them, what they have done well, and what they need to improve on and how. Reflection is a key part of such assessment. Structured reflection activities, conducted on an ongoing basis, provide a means for assessing student progress towards service-learning outcomes and for providing feedback. Since academic staff may not be able to observe directly and in detail the service activities of their students, reflection may also be the key to the assessment of service-learning for allocation of marks purposes. For example, service-learning may be assessed on the basis of a presentation and/or articulated learning products.

4.3.1 Guidelines for student assessment

In order to ensure academic integrity, it is essential that service-learning be used in conjunction with rigorous assessment. Assessment should be based not on actual service performed but, rather, on students' demonstration of how they are integrating the service experience with module content. The following recommendations can guide academics in conducting assessment of students' service-learning:

- An assignment or activity, such as a reflective journal, is needed to provide evidence of how the student connects the service to the module content.
- By helping students to distinguish between description and analysis, between emotional reactions and cognitive observations, academic staff help students to transform service experiences into learning experiences.
- Evaluation of service-learning occasionally makes use of subjective evaluation in the same way that more traditional modules sometimes make use of subjective evaluation.
- There is not a one-to-one correspondence between hours served and knowledge gained or credit earned. Nevertheless, a certain minimum of service hours may be needed to provide an experience of significant depth. Therefore, staff should require that students document their 'service-learning time'.
- Effective credit programmes require a component that explicitly links the service to the module; for example, a learning contract/ agreement and/or a journal assignment.
- To preserve the academic integrity of service-learning, credit is not awarded for hours of service but rather for demonstrated learning based on service. Extra hours of service should not necessarily yield extra credit.

(Troppe, 1995)

Giving early and regular extended feedback on students' journal entries or articulated learning products is a critical part of teaching students how to develop their reflection skills.

4.3.2 Formative and summative assessment

In terms of their purpose, assessment events may be of two broad kinds – formative and summative.

Formative assessment: Is used to monitor students' progress during a module. Its main purpose is to provide feedback to students to reinforce their successful learning and to highlight areas where improvements are needed. Formative assessment also provides information to academics that will help them to modify their teaching to better encourage, challenge, stimulate and support their students. Ideally, all assessment events should be used formatively, but some may also have a summative role. Examples of formative assessment in a module with service-learning outcomes are: self-assessment (e.g. weekly reflection reports); peer evaluation (e.g. weekly feedback on 'presentations'); feedback during reflection sessions; feedback from community and service agencies (according to a provided assessment sheet/ form); and quarterly or semester evaluation of a project.

Summative assessment: Is used primarily for determining the extent to which students have achieved the module outcomes. Summative assessment usually results in the allocation of marks or grades, which are then used to inform decisions about progression, promotion or awards. Examples of summative assessment in a module with service-learning outcomes are: presentations at a faculty community engagement day or seminar or conference; a research indaba; an integrated reflective assignment; a written quarter/ semester test; and a written or oral examination.

Both forms of assessment serve the primary purpose of motivating, directing and enhancing learning, but they also serve other purposes, such as: helping to ensure that educational standards are maintained; allowing certification that programme requirements have been completed; and providing feedback that can guide module and programme improvement.

Assessing students' performance on non-traditional academic work can be challenging. One way to do so is to create rubrics, with specific descriptions of different levels of achievement, for the various skills and activities required as part of the service-learning assignment. A rubric is a scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of these parts (Stevens and Levi, 2005).

In tables 4.6 and 4.7 we include sample rubrics for common service-learning assignments. In table 4.6 the academic outcome could be: 'Student is able to demonstrate how s/he accesses information on an identified issue or community need'. In table 4.7 we provide an exemplar of a rubric for community engagement through service-learning and the learning outcomes are related to the cognitive, affective, behavioural and social responsiveness domains.

Table 4.6: Rubric for Assignment: Research a Community Need or Issue and Develop a Project to Address That Need

PERFORMANCE	***CRITERIA***
4. Excellent	• Shows extensive accessing of information and varied perspectives, using relevant materials and a variety of resources. • Consistently and purposefully uses technology to access information.
3. Very good	• Shows thorough accessing of information and perspective, using relevant materials from more than one resource. • Consistently uses technology to access information.
2. Satisfactory	• Shows partial accessing of information and limited perspectives, using useful materials and limited resources. • May or may not use technology to access information.
1. Needs work	• Shows incomplete accessing of information and/or inaccurate information. • Does not use technology to access information.
Total marks:	Comments:

Table 4.7: Rubric for Assignment: Community Engagement through Service-Learning and Related Learning Outcomes in Different Domains

CATEGORY	***4. EXCELLENT***	***3. ACCEPTABLE***	***2. INADEQUATE***	***1. POOR***	***TOTAL MARKS %***
Cognitive Domain	The student demonstrates a full understanding of the purpose of the project and its relation to the curriculum.	The student demonstrates a good understanding of the purpose of the project and its relation to the curriculum.	The student struggles to demonstrate understanding of the purpose of the project and its relation to the curriculum.	The student is unable to demonstrate understanding of the purpose of the project and its relation to the curriculum.	
Affective Domain	The student clearly communicates a sense of pride and satisfaction in working in service to others.	The student generally communicates a positive attitude about the project and working in service to others.	The student occasionally communicates ineffective attitudes and is unco-operative in service to others.	The student does not communicate a co-operative attitude towards the project and working together in service to others.	
Behavioural Domain	The student completes all assigned tasks and demonstrates leadershipt skills in working with others.	The student generally completes all assigned tasks and co-operated with others.	The student rarely completes all assigned tasks and only occasionally co-operates with others.	The student does not complete the assigned tasks and does not co-operate with others.	
Social Responsiveness Domain	The student communicates a strong understanding of the significance of the project to the community.	The student generally recognises the significance of the project to the community.	The student expresses a limited degree of understanding of the significance of the project to the community.	The student is unable to thoughtfully explain the significance of the project to the community.	

Just as we have proposed an adaptation of the three-phase reflection model (the DEAL model) of Ash, Clayton and Atkinson (2005), we are also proposing a rubric to assess the oral or written assignment that students must complete: four written paragraphs regarding each domain (academic learning and enhancement; personal growth; and social responsibility) and answering the questions: What did I learn? How, specifically, did I learn it? Why does it matter? And what will I do with it? The authors are using standards of critical thinking – i.e. accuracy, relevance, depth, breath, logic and significance (Paul and Elder, 2001) – as a series of 'checks against your thinking' that run through each of the levels (one to four, i.e. Identify and Describe; Apply; Analyse and Synthesise; and Evaluate) to further strengthen and improve the overall learning.

To make the assessment or grading more comprehensible, we have compiled a framework for a rubric (table 4.8, below). This rubric could be completed by the academic depending on the module content and assignments.

Table 4.8: Rubric for the Assessment of a Structured Reflection Journal

LEARNING OUTCOMES	***EXEMPLARY 5***	***ACCOMPLISHED 4***	***DEVELOPING 3***	***BEGINNING 2***	***MARKS***
Academic learning and enhancement					
Paragraph 1 Identify and describe					
Paragraph 2 Apply					
Paragraph 3 Analyse and synthesise					
Paragraph 4 Evaluate					
LEARNING OUTCOMES	***EXEMPLARY***	***ACCOMPLISHED***	***DEVELOPING***	***BEGINNING***	
Personal growth					
Paragraph 1 Identify and describe					
Paragraph 2 Apply					
Paragraph 3 Analyse and synthesise					
Paragraph 4 Evaluate					
LEARNING OUTCOMES	***EXEMPLARY***	***ACCOMPLISHED***	***DEVELOPING***	***BEGINNING***	
Social responsibility					
Paragraph 1 Identify and describe					
Paragraph 2 Apply					
Paragraph 3 Analyse and synthesise					
Paragraph 4 Evaluate					

4.4 PHASE 4: MODULE EVALUATION *(EVALUATE)*

There are two basic stepwise activities in the module evaluation phase:

- Demonstrate and celebrate the completion of the module.
- Evaluate and review the module for improvement.

4.4.1 Demonstrate and celebrate the completion of the module

Celebrate accomplishments

Parties, ceremonies and other acts of care, appreciation and recognition are an important part of any successful service-learning experience. When planning the celebration, remember to seek input from the agency representative or site supervisor and your students. They should be involved in planning the celebration. Also, if your students worked directly with clients (for example, learners in an after-school tutoring programme), some type of celebration or closure event with your students and the community participants can be held (Stacey, Rice and Langer, 2001: 34-35). The following are recommended:

- Celebrate the students' accomplishments with a party, press release, photo sessions or a letter from the community and service agencies. Be sure to involve the agency representative in these celebrations. These types of celebrations provide a valuable sense of closure for the students, agency representatives and you.

- Send a thank-you letter to the community and service agency site supervisor(s) and/or agency representative(s). It is important to recognise and reward, through some token of appreciation, the hard work of site supervisors. Also, send thank-you letters to others at the agency who assisted your students.

- Students could send thank-you notes with information about what their experiences with the community and service agencies have given them.

- Have a formal presentation of the project(s) to community and service agency representative(s). If your students' service-learning experience was an in-class project, then you may want your students to invite the agency representatives to class. With the community and service agency representatives present, the students could give an oral presentation, after which they present their finished project. This format allows students to share with their peers what they have been working on all quarter/ semester. It also brings closure to all participants.

- Talk to the site supervisor and/or community representative to celebrate, share evaluation results and plan needed revisions. It is beneficial to build ongoing relationships with your agencies. You can do this in person or by telephone. It is wise to get together after you have had some time to reflect, to discuss what went well and what did not. This is the time to make revisions that will improve the partnership next time. The site supervisor or

community representative is an excellent source of information about how to improve the service-learning experience for your students in the future.

- Write up your learning experiences and your students' responses and publish them.

(Stacey, Rice and Langer, 2001: 34-35)

Remember, there are many others who would like to read about your experience using service-learning, so write it up and present it at a conference or in an article for a journal on educational issues.

4.4.2 Evaluate and review the module for improvement

Refer to Chapter 9: *Managing and Enhancing the Quality of Service-Learning*; and Appendices **K-S.**

In this final phase, conduct module evaluation. Assessing the impact of service-learning modules at all levels is critical. The lecturer needs to determine what indicators and methods might be used to measure impact (Gelmon *et al*, 2001). The evaluation and review process is an ongoing one and therefore takes place annually. At many South African HEIs it is a requirement that modules be evaluated annually, as this would assist with the 5/6 year review cycle (self-evaluation of HEIs as required by the HEQC, 2004).

In this section we focus on evaluating components of the module, and refer the reader to Chapter 9 for more detailed discussion of managing and enhancing the quality of service-learning more generally.

Internationally, there are many models, instruments and published documents to assist academic staff with evaluation. A survey using Likert-type response formats is a relatively easy quantitative method to gather mean ratings on various aspects and components of the service-learning experience. This type of survey can be used with both students and community and service agencies. Focus groups and interviews are qualitative approaches that demand slightly more time and energy but provide rich information. Action research, which is a cyclical iterative process of action and reflection on and in action (plan → act → observe → reflect; and then → plan etc.) is also a valuable research design to adopt, as it is a form of educational research wherein a professional – actively involved in practice – engages in systematic, intentional enquiry into some aspect of that practice for the purpose of understanding and improvement (Bender and Du Toit, 2005). Finally, examination of students' written reflection journals is another useful, qualitative method for assessing the impact of the module on students.

The evaluation process includes assessing impact on students, academic staff, department and professional disciplines and community and service agencies (adapted from Stephenson, Wechsler and Welch, 2003).

4.4.2.1 Impact of the service-learning on students

Students' cognitive understanding of module content, personal growth and civic behaviour are essential factors to consider in assessing the complete service-learning experience. Most lecturers use departmental or institutional module evaluation instruments to assess their modules. These instruments can serve a useful purpose; however, it is important to consider whether the existing evaluation tool can target the impact of service-learning on students. Consequently, lecturers are encouraged also to use the module evaluation tool developed by the service-learning/ community engagement office on their campus. It is possible that the staff of this office distribute, collect and analyse the instruments, and provide the results of these evaluations, so please communicate with them in this regard.

4.4.2.2 Impact of the service-learning on academic staff

Lecturers should revisit their motivation and determine if the module did, in fact, accomplish the intended outcomes that they expressed in their module curriculum. Similarly, lecturers should consider what professional skills they acquired or developed. This might include gaining new insight into community issues and needs or new knowledge about various agencies. Recognising that the service-learning module contributed to their teaching skills, or to other aspects of their scholarly work, is paramount. The impact of the service-learning on academic staff members can be documented within the personal statements of their professional portfolios during staff retention, performance management and promotion review.

4.4.2.3 Impact of the service-learning on department, HEI and the profession

Many departments, and perhaps the institution at large, have new initiatives focusing on various goals that are related to service-learning; for example, 'hands-on learning' expands the learning experience from traditional approaches, or 'civic engagement' addresses community needs. Similarly, many professional associations or learned societies within a discipline focus on experiential learning for accreditation purposes. Academic staff should determine to what extent the service-learning module accomplishes these departmental goals.

4.4.2.4 Impact of the service-learning on community and service agencies

The levels of satisfaction of the community and service agencies with the service-learning module should not be neglected. The community service/ service-learning centre on your campus may provide a mechanism to gather information from them to determine if their needs were met. Such information includes the number of contact hours and specific services provided by the students. At the same time, the academic staff member should determine if the community site is an effective setting for the class. Students are the best source of this information, either during class discussions or individual conversations.

4.4.2.5 Community appreciation and recognition

Finally, academic staff members are reminded to thank community and service agencies and to exchange valuable information among all the participants, possibly by hosting an informal gathering near the end of the module.

4.4.2.6 Other ways to determine the success of the module

Refer to Chapter 9: *Managing and Enhancing the Quality of Service-Learning*; and to Appendices **K-R**, which provide a range of review and feedback templates covering the various service-learning module participants.

How to determine if the module is going well and how to evaluate if the module is beneficial to all participants? The former is usually referred to as 'formative' evaluation; it allows you to form decisions about where to go next and how to modify programme elements. The latter is known as 'summative' evaluation; it answers the question, Did it have the intended effect? (Stacey, Rice and Langer, 2001: 36-39).

4.4.2.7 Plan modifications

You have now completed your study of the participants' reactions to the service-learning experience and the effectiveness of this kind of learning. You will want to use this information to make the service-learning experience even better the next time around. (Refer to Chapter 9: *Managing and Enhancing the Quality of Service-Learning*.)

At this time, ask yourself the following questions and include the answers in your improvement plan (see Appendix **S** for additional information):

- What does the service agency representative (supervisor) think needs to be changed?
- What does the community agency representative think needs to be changed?
- What do the students think needs to be changed?
- What logistical procedures need to be changed?
- What forms need to be clarified/ updated?
- What needs to be changed in my curriculum?
- What needs to be changed in the student assignments?
- How can the communication with my community service/ service-learning centre on campus be improved?

4.5 CONCLUSION: CHALLENGES FOR ACADEMIC STAFF, STUDENTS, COMMUNITY AND SERVICE AGENCIES, AND MEETING THE CHALLENGES

The following are challenges of service-learning according to Satterlund (2002: 18-21) and Stacey, Rice and Langer (2001: 45-46):

Challenges for academic staff

- Meeting student needs and expectations can be difficult when you have students of various ages, some students without transportation, students with unrealistic expectations, and so on.
- There is only so much time available to cover specific module content, assess, develop lessons and reflection activities, research, mentor, publish, sit on committees, work out placement problems, eat, sleep, commute, care for partners or children, participate in sport, and so on...Academic staff have limited time.
- If you haven't visited your service sites you will be at a disadvantage as you will not know exactly what your students are experiencing.
- Your expectations for the service site may be unrealistic and can leave you with service sites that are not ideal or are at best mediocre in providing your students with more specific and direct linkages to course content and course goals.
- The relationship among HEI and community and service agencies is a tenuous one with complications. Issues can run deep, creating complex social and racial constraints on many interactions among your students, service partners and community members.
- The possible tensions mentioned above can add a dimension to the service experience for which some of your students might be unprepared – yet you must deal with such challenges.
- Quality of student experience comes down to every student's investment and participation, making it difficult to assess 'success' or 'failure' in academic terms.
- Quarter/ semester schedule constraints keep many potential community partners out of reach as potential placements.
- Lack of control over agency needs and realities creates unexpected problems for your students (and you) over the semester.
- Community and service agencies, though they have good intentions when partnering with us, are focused on meeting the needs of the clients they serve. This means that sometimes your requests must wait until more pressing client needs have been met. It can take time to get information from partners, and your students must learn to be assertive (but not demanding!) with voicing their questions and needs.

Challenges for students

- Transportation issues keep many students away from the really needy communities.
- Lecturer/ class schedules may conflict with community and service partner availability.
- Personal interests may not be reflected in the available placements for the module.

- Module expectations may be such that students feel overwhelmed by the addition of a service requirement or unsure what is expected of them by their lecturers, the service site, assignments or class discussions.
- Personal comfort zones are just that – personal and diverse. Some students are eager to work with the unfamiliar, different and ambiguous; others are not.
- Lack of experience with community needs can lead students to focus entirely on their own needs and neglect those of the community.
- Expectations of the service placement, or their own capabilities or those of community members students are working with, may be unrealistic.
- A sense of entitlement some students may feel can cloud their perceptions of clients or the organisation; in such cases, students might simply focus on 'serving their time'.
- Community and service agencies work with constant staff changes, changing needs, their own set of expectations about the students, limited staffing to supervise and mentor students, and limited time for effective and ongoing communication.
- Stereotypes held of community members, current service etc. – if not addressed – get in the way of learning and effective service.
- Students might feel unsafe working at community and service agencies.

Challenges for community and service agencies

- Community and service agencies have real, practical needs in terms of supporting the community, and often they need more support than they can actually get or give.
- Attitudes of entitlement among some of the students, and student inexperience in general, can make it difficult to work with students in meaningful ways.
- Semester schedule constraints are becoming less and less feasible for many of our partners as they face higher costs to screen, train and supervise students.
- Limited knowledge of module outcomes and specific student needs have left some agencies ill-prepared to work with students in ways that would be more meaningful to them.
- Student expectations may not be met because of organisational change, client needs or budget cuts. At the same time, poor student follow-through in the past might have created stereotypes about such students, and such low expectations in some cases create low quality volunteer assignments for students.
- Community and service agency needs do not always match with module needs or expectations, yet the agencies are often reluctant to pass up the opportunity to work with students who may commit.
- In many community and service agencies, the mission is client-based rather than volunteer-based or volunteer-driven, and this can make accommodating students (i.e. volunteers) challenging.
- Poor communication of needs, student expectation or capabilities can leave agencies disappointed in student volunteers.
- Agencies need resources to maintain ongoing contact/ supervision with student volunteers, yet often lack them; thus they rely on students to be autonomous.

- Understaffed, overworked, underpaid staff members have limited energy for handling challenges.
- Community and service agencies are impacted directly by unanticipated client needs. They are there to serve clients first, and that means that we – the HEI and students – come second, third or sometimes even last.

Problem solving: Meeting the challenges head-on

In anticipating the challenges that can accompany any service-learning module, here are a few points to keep in mind:

- Effective communication is everything.
  - At the beginning of the class and throughout the entire process, communicate with your students regarding your goals (and outcomes) for the service and the learning.
  - Communicate with the service-learning staff as often as you like. Ask questions, share information, make suggestions and visit your service sites.
  - Communicate with the community and service agencies; call or email once a month.
- Have a back-up plan in case a placement falls through. Consider how such problems will impact students' projects, discussions or grades.
- Develop a protocol for anticipated problems and share it with your students, community and service agencies and the service-learning staff.
- Clarify and integrate your reflective assignments with your module.

Thank you for using service-learning in your modules and academic learning programmes. We know that it is not always a smooth 'journey' but, as a pedagogy, when put into practice and when well supported, service-learning is a powerful learning experience for both you and your students. You are making a great contribution to your students, your HEI and the community and service agencies.

SELF-STUDY ACTIVITY

Compile a **study guide** for students for the module with service-learning that you are teaching. This study guide should meet the requirements of your institution; if compiled taking the essential components and activities of Chapters 3 and 4 into consideration, it could be considered as a learning contract/ agreement with the students. In table 4.9 you will find an exemplar or checklist for compiling a study guide for a module integrating service-learning.

Table 4.9: Checklist for the Compilation of a Study Guide for a Module Integrating Service-Learning in the Curriculum

This checklist is designed to guide you in compiling your study guide.
The items suggested provide detailed guidelines as to the possible structure and composition of a study guide.

A ORGANISATIONAL COMPONENT

Please note that some of the aspects of the organisational component might be included in a departmental information booklet that is also distributed to students. If this is the case it is important that the study guide refers to this document and relevant paragraph numbers.

It is important that all the resources of a module form an integrated package.

1 General premise and educational approach	✓
The guide contains the name of the author, date of compilation and copyright statement.	
The guide contains a table of contents and page numbers.	
The module title and module code are provided.	
The guide contains a word of welcome.	
The significance of the module is highlighted, stating clearly the community service-learning component.	
A clear overview of the module is provided (schematically or in words), indicating the community service-learning component.	
The educational approach is highlighted.	
Expectations in terms of self-directed learning/ flexible learning/ service-learning are clarified.	
The roles of the students and the lecturer (and the community and service agencies) are described.	
Instructions for the use of study materials are clear (e.g. textbook, WebCT course, multimedia).	
Difficult terminology used in the guide is clearly described (e.g. action words of outcomes).	
2 Contact information	✓
Contact information of lecturer(s)	
Name	
Building and office number	
Telephone and fax numbers	
Email address	
Consulting hours	
For WebCT module: digital photograph of lecturer and brief CV (both optional)	
Contact information of other relevant individuals	
Secretary	
Teaching assistants/ tutors	
Community and service agency	
Service-learning/ community engagement office and staff support on campus	
Other (e.g. support person for the online environment)	

3 Administrative arrangements	✓
Timetable and/or schedule(s): lectures and service-learning hours	
Venues	
Due dates for assignments, tasks, reflection documents, portfolios (if available)	
Dates of community service-learning/ formal tests/ examinations/ presentations (if available)	
Arrangements for communication (e.g. notice boards; telephone; email; WebCT tools)	
Arrangements for submission of assignments (e.g. hand in, post, fax, email; WebCT tools)	
4 Study materials	✓
References to the prescribed textbook and other additional study materials are provided.	
A detailed bibliography/ list of references is provided.	
For a WebCT module, links to relevant Internet sites, PowerPoint slideshows, electronic journal articles and scanned articles or chapters in textbooks may be provided (in consultation with the instructional designer and information specialist).	
5 Learning activities	✓
The number of contact sessions that will take place is stipulated.	
The number of community service-learning hours that will take place is stipulated (time record form).	
The distribution of the available notional hours between various learning activities is stipulated.	
The description and purpose of learning activities is given (e.g. service-learning, tutorials, interactive television, quizzes, discussions, chat sessions, student presentations etc.).	
Expectations regarding all learning activities are clearly stated.	
Specifications and guidelines for individual assignments are given.	
Specifications and guidelines for group assignments are given.	
Specifications and guidelines for reflecting/ reporting on the service-learning are provided.	
6 Assessment	✓
The following aspects regarding regulations and policy are clearly stated:	
Pass requirements	
Formula for calculating semester and year marks	
Policy on absence from service-learning site or tests, or late submission of assignments/ research papers is provided.	
Policy on academic dishonesty/ plagiarism is provided or referenced.	
Assessment methods and strategies	
Assessment methods are aligned with the specific learning outcomes and the main outcome of the module.	
Clear guidelines and assessment criteria regarding each of the assessment methods are provided.	
An indication is given of grading for participation in learning activities, where applicable.	
Clear information regarding format and mark allocation is provided.	
B. STUDY COMPONENT	
7 Module specifications	✓
The purpose of the module is clearly described.	
The competence that is required of students after completion of the module is clearly defined.	
The knowledge, skills and understanding required for competent performance that will support the achievement of the outcomes of the module are clearly stated (learning presumed to be in place).	

It is made clear (schematically or in words) how this module articulates and interrelates with other modules.	
The critical cross-field outcomes that are addressed in the module are clear and have been contextualised.	
The service-learning component is clearly described.	
8 Study units/ study themes	✓
Specific learning outcomes are provided.	
Outcomes focus not only on lower-order knowledge but also provide for integration of higher-order knowledge, skills and attitudes.	
The outcomes contain active verbs.	
The specific learning outcomes of all the study units sustain the broader module outcome.	
The assessment criteria are clearly defined and have been contextualised within the assessment strategies.	
The knowledge base required for the competent performance in the module (embedded knowledge) is clearly described.	
9 Criteria for service-learning module designation	✓
The module should	
... have a service-learning component described in the module descriptors.	
... integrate community issues and lecture hall learning.	
... include preparation of students for the community environment (such as tours, presentations and/or readings).	
... provide structured opportunities, such as writing assignments and group discussion, for students to reflect on the connections between their service experience and module outcomes.	
... include an assessment of student ability to integrate the academic and community experience.	
...take place at sites evaluated and approved by the lecturer in partnership with the community.	
...be evaluated by the student, community and service agencies and the lecturer.	
The service-learning component and its relative weighting in the final module mark allocation are explicitly listed in module descriptors of the module using a service-learning pedagogy.	
C GENERAL CRITERIA FOR STUDY GUIDES	
The guide has been edited for correct language usage.	
Provision of the guide in both English and Afrikaans has been considered.	
The writing style is relaxed and students are directly addressed.	
The guide is thorough, logical and complete but not complex.	
Numbering is correct and complete.	
Appropriate referencing techniques are used.	
Copyright requirements have been adhered to.	
The structure, layout, language usage and content of the guide comply with the needs of the target group.	
The study guide provides for opportunities for interaction with the material and other students.	
Student support, including technology support where applicable, is provided.	

(Adapted from the University of Pretoria, 2005)

CHAPTER FIVE

PARTNERSHIP DEVELOPMENT FOR SERVICE-LEARNING

OUTCOMES

By the end of this chapter you should be able to:

- Align the philosophy, mission, terminology and concepts underpinning collaborative partnership for the triad (CHESP) model.
- Design a collaborative partnership.
- Implement a collaborative partnership.
- Apply the knowledge and skills necessary to sustain a collaborative partnership.
- Monitor, evaluate and institute feedback mechanisms among partners.
- Complete the template for the design of a module integrating service-learning in the curriculum. Use Appendix **A**: SECTION A: 3, 4, 15 and 16; and SECTION B: *Phase 1: Module Development and Design*: 2; *Phase 2: Module Implementation*: 2, 5 and 6; *Phase 4: Module Evaluation*: 1, 2 and 3. You may find it useful to draw on the content of Chapters 3, 4, 6, 7, 8 and 9 to complete the template.

5.1 INTRODUCTION

According to Tennyson and Wilde (2000: 10):

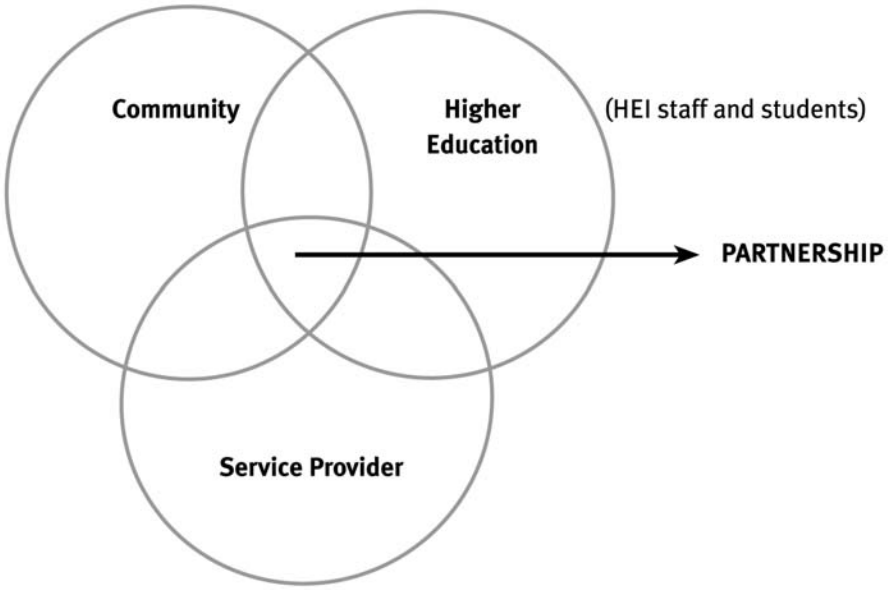
> A partnership is an alliance between organisations from two or more sectors that commit themselves to working together to undertake a sustainable development project. Such a partnership undertakes to share risks and benefits, review the relationship regularly and revise the partnership as necessary.

The notion of working in partnerships is not new. However, in service-learning it is necessary to formalise informal connections and relationships to ensure effective interaction and a participatory approach to development initiatives. This chapter highlights the need for transformation of learning experience through partnership, and community development through collaboration among communities, services and HEIs.

The Reconstruction and Development Plan (ANC, 1994) provided a framework for redress of the imbalances of the past, which were manifested by social and economic disparities and inequalities in South African society. This strategic plan suggests that partnerships are imperative to its success and implementation. As the national government has decentralised various services, it has called upon the HEIs – in partnership with communities – to assist in achieving and sustaining service delivery.

In South Africa, one of the implicit values of partnership is the commitment to social transformation and redistribution through building and sharing of capacity. A partnership is a strategy that can be used to improve communities through social and human capital development (Nchabeleng, 2000). The CHESP model identifies three partners that form a triad: the service providers, the community and the HEI. According to Tennyson and Wilde (2000), a tri-sector partnership is an approach that could ensure that economic growth and opportunity are more equitable and sustainable for the partners. The formation of a triad partnership has the added value of a third partner whose presence could diffuse power struggles.

Figure 5.1: Triad Partnership Model: The CHESP Model



(Lazarus, 2001)

CHESP has been used as a vehicle by a number of South African HEIs to initiate and facilitate the development of such partnerships for the implementation of service-learning. The main goal of CHESP has been to contribute to the development of South African civil society through the development and promotion of socially responsive models for higher education; and central to these models is the development of partnerships among communities, HEIs and the service sectors (Lazarus, 2001: 1). The purpose of these tripartite partnerships is threefold: (1) community empowerment and development; (2) transformation of the higher education system in relation to community needs; and (3) enhancing service delivery to previously disadvantaged communities (Lazarus, 2001: 1). The partnership within the context of service-learning is appropriately described by Gelmon and Holland (1998: 5) as "knowledge based collaborations in which all partners have things to teach each other, things to learn from each other, and things they will learn together".

Service-learning involves a form of knowledge production that presents the academy with an opportunity to break its myopic preoccupation with academic forms of knowledge by validating experiential, indigenous, tacit and pre-theoretical knowledge endemic to the non-academic world (Muller and Subotsky, 2001: 10). Lazarus asserts:

> It is within the partnership, when confronted with the different realities and forms of knowledge that each partner brings, that new realities and new forms of knowledge emerge and it is also within the context of effective partnership that the voice of the community and its reality is actually heard. (Lazarus, 2001: 8)

Efforts at community development can be expanded through partnerships between various stakeholders to ensure that complex social problems are overcome and to increase the impact of such interventions. In a healthy partnership each stakeholder brings a distinctive contribution to service-learning so that, together, the partners are able to do more than they could if they were on their own. The whole is greater than the sum of its parts.

5.1.1 Philosophy

A philosophy guides and shapes a partnership; thus it is important that the philosophical context of the partnership (Jacoby, 1999) is clarified and that these boundaries are set. When HEIs contribute to enhanced outcomes for the community, they simultaneously benefit themselves through enhancement of student learning and through application and research opportunities. It is the element of *reciprocity* that elevates partnership to the level of philosophy:

> ...an expression of values – service to others, community development and empowerment, reciprocal learning – which determines the purpose, nature and process of social and educational exchange between learners (students) and the people they serve. (Stanton, 1990, in Jacoby, 2003)

5.1.2 Mission

Partnerships bring stakeholders together to focus on achieving a mission and vision. Successful partnerships are aligned with the institutional missions, have institutional support, and reflect and influence the goals of the institution (Jacoby, 1999). A clear distinctiveness of purpose and goals (e.g. institutional mission, service-learning module outcomes, service and community needs) provides a basis for selecting among potential partnerships (Bringle and Hatcher, 2002). It also facilitates the process of information sharing and negotiation among partners about expectations, benefits and outcomes.

5.1.3 Definition

Partnerships are formal, long-term relationships agreed to by communities, HEIs and service agencies to achieve common outcomes. Partnerships can stimulate social change, and empowerment, and they concentrate on advancing a shared vision (Kaplan, 1985; Gray, 1989).

Partnership is the joint action of more than one party, which is not just focused on intended outcomes and impact but also on the learning, development and change that occur during the process. Partnership is also associated with collaboration, co-operation and the concerted effort of developing sustainable relationships among partners.

The following key indicators could be used to guide the formation of partnerships and as principles for forming and evaluating successful partnerships:

- Commitment to change and transformation;
- Shared philosophy, mission, vision, values and outcomes;
- A high priority on trust, mutual accountability and responsibility;
- Emphasis on collaborative relationships;
- Effective communication, evaluation and feedback;
- Emphasis on reciprocity;
- Acknowledging equality and equity; and
- Designed for sustainability.

5.2 THE STAGES OF PARTNERSHIP DEVELOPMENT

Different building blocks are linked to the different stages of partnership development. According to Butterfoss, Goodman and Wandersman (1993: 320) there are four stages of partnership development:

1. Formation;
2. Implementation;
3. Maintenance; and
4. Outcome.

The ***formation*** stage of partnership development occurs at the initiation of funding and formation of working groups representative of key individuals who will steer the partnership. Within this stage the following aspects are important; resources exchanged by potential partners that lead to inter-organisational co-operation; advantages to potential partners in forming the partnership; and the articulation of a clear mission and outcomes for the partnership. Thus it is important at this stage that partners discover information about one another and determine the scope of the partnership (Cauley, 2000: 13). The formation stage is stimulated by the following conditions: positive attitudes towards coordination; mutual need or purpose; resource scarcity; failure of existing efforts to address the challenge; previous history of collaboration; and compatibility and capacity to sustain partnership and foster an environment for non-judgmental shared communication (Butterfoss, Goodman and Wandersman, 1993: 320).

Case Study 1
The Formation Stage

The process of conceptualisation began at the workshop (13-16 March) at Valley Trust. During this workshop each partnership was given the opportunity to engage in dialogue with one another to begin the process of partnership. At this point Ms Mkhize acted as a representative for her community (Cato Manor, Umlazi and Botha's Hill), Dr Sliep acted as a representative for her service provider (Valley Trust) and Ms Frizelle acted as a representative for her students (Psychology III university students). It was decided in early discussions that all three partners would be equally involved in the design, implementation and assessment of the university module. A number of meetings proceeded at which time the module structure was decided on in collaboration. The module content, lecturing responsibilities, mentoring/ supervision responsibilities and method of assessment were decided on.

For more information: www:chesp.org.za/docs/psychology

The ***implementation*** stage of partnership development is characterised by working groups representative of key individuals conducting a needs assessment to determine the constituents' concerns and develop intervention plans. Continuous and honest communication in committees, with regard to sharing of and debating ideas, is essential to the success of the implementation stage. Thus, it is important to develop communication skills in partners, and the infrastructure for the process of communication and interpersonal relationships.

Formalisation is essential to successful implementation. The rules, roles and procedures need to be defined and the degree of formalisation will determine the extent of investment of resources and exchanges among partners (Butterfoss, Goodman and Wandersman, 1993: 321). Seifer and Maurana (2000: 8) suggest a partnership agreement that is prepared and agreed to by all partners; it should clearly state the roles and responsibilities, purpose and goals, and should define outcomes, mutual benefits, financial and staffing considerations, copyright and ownership issues, evaluation process and publicity plan. Policy and procedure manuals can support the operationalisation of the document.

Case Study 2
The Implementation Stage

The Management of Gender-based Violence at UWC established a committee with the Saartjie Baartman Centre based on national policy regarding violence against women. This committee conducted a needs assessment at the centre and the following needs were discovered, which provided the students placed at the site with possible service-learning projects:

- Treatment of trauma including sexual assault and rape;
- Primary healthcare;
- Youth health programme; and
- Outreach services.

The university and the centre have since formalised their relationship and have taken the steps to establish a satellite clinic at the centre. The institution therefore provides the students and academics while the centre provides the facilities and a qualified health professional (nurse) who supervises at the service site.

The ***maintenance*** stage of partnership development consists of monitoring, and continuance of both the working groups of key individuals and partnership activities. Partnerships are complex approaches to organising and managing programmes because they involve blending different missions, cultures, work styles, resource concerns, expertise and timelines. The partners need to ensure that representatives acquire the skills and support to fulfil their commitment to the partnership outcomes. An adequate infrastructure to support the partnership process should be in place. Communication mechanisms can be sustained and improved through continuous and effective feedback, which will lead to programme improvement. Feedback strategies must be established and known to all and communication opportunities must be reliable and predictable (Sebastion, Skelton and West, 2000: 57). Factors that sustain strategies of communication – including basic cultural competences such as the development of awareness of one another's cultural viewpoints, building of knowledge with regard to differences that could affect one another's worldview and the development and utilisation of effective dialogue skills – must be understood and used (Sengupta, 2000: 41).

Case Study 3
The Maintenance Stage

The national CHESP programme has guided the process of developing sustainable partnership through its focus on capacity building as a critical part of the programme. This is the result of a rigorous monitoring and evaluation component linked to service-learning modules. Given the complexity of developing partnerships and the diversity of regions, each institution is required to develop a capacity building programme, through which partners are trained in service-learning and its various elements. The University of the Western Cape conducted a three-day capacity building programme in August 2004 and individuals in existing partnerships were affirmed and renewed their commitment to service-learning. This institution was part of the JET-CHESP 2005 capacity building programme to impart the necessary skills to its partnership members. Monitoring and evaluation is also a key element of this phase.

The ***outcome*** stage of partnership development comprises the impact of the partnership. Outcomes for partners could be based on different motivational incentives such as *material* incentives (in terms of physical resources), *solidarity* incentives (in terms of group identification and status) and *purposive* incentives (derived from achieving the goals of the partnerships, which are perceived as meaningful and important) (Butterfoss, Goodman and Wandersman, 1993: 322). The outcomes are different for each partner; this is partly because, while partners may *appear* to be equal, rarely is this true equality in terms of intellectual and social resources. Due to the nature and composition of the HEI, it tends to be privileged in terms of intellectual and social resources; and for this reason, there needs to be commitment to *equity* (rather than equality) in partnerships. Equity ensures that the necessary balance of power can be achieved and preserved by mutual respect and trust among partners and the sharing of credit for accomplishments in terms of outcomes. These partnership products and publications are an important component of building a strong foundation of trust and ensuring equity (Blake and Moore, 2000: 65).

Case Study 4
The Outcome Stage

School of Pharmacy (UWC):
- Compilation of TB manuals – for use at sites; intervention manuals for chronic diseases compiled;
- Capacity building of all three partners;
- Involvement of each sector in development of poster on patient knowledge; and
- Shorter wait by patients for medication.

Management of Gender-based Violence:
- Capacity building of all partners;
- Negotiating the development of satellite clinic on the site; and
- The Saartjie Baartman Centre to be used as a research site for Gender-based Violence to monitor the effects of intervention programmes on the health of both women and children and to secure funding (CHESP Showcasing, 2003).

5.3 THE BUILDING BLOCKS OF PARTNERSHIP DEVELOPMENT

Successful partnerships are developed on the building blocks of:
- Communication;
- Decision making; and
- Institutional management of change.

5.3.1 Communication

Communication is the foundation for developing a successful partnership, as it is the process whereby information sharing occurs. Effective and efficient communication therefore ensures that the partnership develops in a transparent manner. El Ansari and Philips (2001: 125) identify communication as a critical element in establishing partnerships. The following points indicate the importance of communication in the partnership development process:

- Partnerships are dependant on open and clear communication. Rules for communication should be established to ensure language usage that is acceptable to all partners. The meaning of terminology must be clarified upfront.

- Effective communication can follow two paths – formal and informal. Formal communication processes could include weekly telephone calls, faxed updates and emails or letters. A structure should be established to relay these messages to the broader community. There may also be informal communication channels with local community leaders, and such communication is essential to establish and maintain in order to ensure sustainability of the partnership.

- HEI staff and leaders must be sensitive to community concerns, have the capacity to respond in a timely manner (e.g. returning phone calls from the community), and provide an honest account of institutional and departmental resources that can be contributed to building a partnership.

- Where possible, communication should be aided by face-to-face dialogue with community partners, preferably at the community site to demonstrate a commitment to the partnership.

- Communication should include marketing and showcasing, which involve actions and interactions that indicate how partners value the partnership; this will ensure support from all partners.

5.3.2 Decision making

Decision making should be done in a collaborative and consultative manner. Members of the triad partnership should be cognisant of how decisions impact on their roles and responsibilities, and should commit to the expectations that arise from such decision making.

5.3.3 Institutional management of change

Partnerships extend over time and might outlive the participation of their founders. Unpredicted changes can occur. A sustainable partnership incorporates – at initiation – a plan that will enable partners to respond without delay to future unforeseen changes or obstacles. These include, for example, internal changes in the engaged institution and changes in the community or service agencies; the most common types of changes are turnover in leadership or staff, a revision of partnership outcomes or projects, and changes in funding agencies, funding allocation and funding prerequisites. The management of changes in partnerships should be based on transparency, consultation, continuous feedback, monitoring and an evaluation process.

5.4 DESIGNING A COLLABORATIVE PARTNERSHIP FOR SERVICE-LEARNING

Plan, initiate and negotiate a partnership based on the following steps:
- Identify and select appropriate community and service partners.
- Recognise and validate partners.
- Ensure equity and reciprocity.
- Clarify and commit to principles of HEI – community – service partnership.
- Ensure diversity.

5.4.1 Identify and select appropriate community and service partners

Relationships among academic staff and service and community agencies work best when they are ongoing and when each party feels it is sharing equitably in the association. It is crucial to identify and select appropriate community and service partners, whose needs and resources fit with your goals for student service-learning and development. Service-learning differs from professional internships in that the content of the work is not defined by the requirements of professional accreditation but rather by a need as defined by the community and service agencies. Responding to a need defined by the community and service agencies, not imposed from outside, is the best way to establish a long-term, reciprocal relationship.

Selecting, developing and maintaining strong relationships with service providers and community partners are critical to the success of service-learning. Without effective placement opportunities, the service experience can be frustrating and demoralising for students, academic staff and community partner organisations. The CHESP office at your institution could assist in identifying a manageable number of service and community agencies.

5.4.2 Recognise and validate partners

It is important to recognise and validate partners, through clarification of roles, expectations and benefits:

- **Service-learning partnerships – roles and responsibilities**

Clear roles and specific responsibilities are among the hallmarks of a successful service-learning experience for the different partners involved:

- Service-learning specialist or coordinator at the service-learning/ community engagement office on campus;
- Academic staff;
- Service and community agency staff; and
- Students.

Service-learning specialist or coordinator at the service-learning/ community engagement office on campus

Recognised by experts in the field as a critical role within a service-learning programme, a service-learning specialist acts as the primary liaison between academic staff, students and community and service agencies. This role necessarily combines a solid knowledge and understanding of both the realities of local community and service agencies and the world of academic study and teaching. Acting as liaison, translator, diplomat and matchmaker, the service-learning specialist brings specific talents to bear, in order to facilitate the partnership between campus and community, in a manner that will ensure the reciprocal benefits inherent in a sustainable, effective service-learning module. A service-learning specialist usually plays a role in assisting with the module/ programme construction, as well as the service placement design. If your institution has a service-learning specialist assigned to an office, your first step may be to contact the staff of that office, to discuss your interests and expectations regarding community partners and the ability of the staff to assist you in identifying and developing relationships with appropriate community partners. One of these specialists in service-learning can assist in evaluating existing service-learning partnerships and exploring new ones, both on the campus and in the community. This role is often referred to as the 'bridge' between all service-learning partners.

Academic staff

As part of a module, the academic staff member has a very specific role as lead educator. Responsible for design of the module, establishing learning outcomes and planning for evaluation of learning, the academic staff member also plays a critical role in implementing reflection techniques to facilitate students' drawing meaning from the experience, and in linking

that experiential learning to other more formal academic learning sources within the curriculum or programme. Academic staff also have a role to play in guiding students through the experiential component of the service-learning module, in fostering a strong relationship with the community and service agencies, and in exploring possibilities of involving staff from community organisations as co-educators. Finally, this role of lead educator in a community service-learning initiative offers the opportunity to integrate the concepts of citizenship and social awareness in the academic content of the module. It should be noted that, in the absence of a dedicated staff member designated as service-learning specialist or service-learning coordinator (see above), the academic staff member usually assumes this additional role and these responsibilities.

Service and community agency staff

As a full partner in a service-learning module and/or programme, staff from service and/or community agencies provide relevant information on the service needs of the agency. Additionally, they take a lead in collaboratively designing service placements that both address real community needs and meet the stated learning outcomes for the students. Their specific knowledge and experience make service and/or community agency staff the best partner to take responsibility for required orientation and/or training to prepare students for active involvement, and to supervise students during their service placements. (Note that this is the *ideal* situation). Service and community agency staff can play an invaluable role in providing evaluation of the students' verified sense of responsibility throughout their service placements, and in any observed learning demonstrated by students. Staff of service and/or community agencies should also, ideally, be prepared to collaborate with the academic staff as co-educators; for example, they may be invited by the academic staff member to present in the lecture hall on relevant subject matter.

Students

Students intentionally take on the dual role of learner and service provider. They should expect to participate in activities that prepare them for this role, to actively engage in service delivery in the community and to reflect upon the meaning of the experience to them personally, intellectually, and with respect to citizenship. Students must accept the responsibilities inherent in community engagement, including ethical helping, responsible behaviour, and respectful relationship building. In effective service-learning modules or programmes, students who take appropriate responsibility for their own learning and maturely approach their roles within the community not only create an environment that supports their education and development but also establish a context with increased capacity for their contributions to strengthening community on a variety of levels.

In terms of recognising and validating partners, academic staff members who have achieved successful community partnerships have recommended the following (adapted from Gettysburg College, 2005):

- Meet with the service and/or community agency representative to review the module descriptors and to articulate reciprocal goals. Service and community agency staff are more

effective partners if they know academic staff expectations. It is strongly recommended that academic staff members meet with service and community agency representatives *at the service site.*

- Establish a statement of understanding that clearly defines the roles and responsibilities of students, service and community agencies, and academic staff. Have all parties read, sign and retain a copy.

- Maintain regular contacts, determined jointly, with service and community agencies, to address concerns, answer questions and solve problems.

- Ask the service and community agencies to do a short presentation about their work to the students within the first two lecture sessions. This gives students a chance to see who they will be working with and clarify the service and community agency missions.

- Provide service and community agencies with module descriptors and academic calendar.

- Allow for varying service and community agency needs and schedules. Seasonal demands or client crises can make it very difficult for agencies to accommodate students who may require supervision.

- Involve service and community agencies in the educational process with students, including reflection sessions and journaling. The partnership should always demonstrate mutual respect and be open to service and community partner participation.

- Perform collaborative module assessments. Collaborative assessment of students, module effectiveness and placement experiences can be very helpful in planning for future efforts.

Effective placements create positive experiences! A common mistake made by academic staff is to assume that service and community agencies are always ready to 'plug students into' programmes and projects that will enhance the students' learning experiences. The partnership will be rewarding only by allowing for thoughtful and timely preparation and communication.

- **Provide service agency/ community orientation**

Provide an orientation of your service-learning module to all of your service agency/ community partners through a meeting or 'community gathering'. A breakfast or luncheon meeting, held about two weeks prior to the module's commencement, is an opportune time. It allows community partners to network with one another as well as obtain detailed information about your module. The value of such an event has been well documented by academic staff and service and community agencies alike.

5.4.3 Ensure equity and reciprocity

Equity in partnerships requires that partners have sufficient respect for, and trust in, one another to confront the varied expectations of each partner, with openness and sensitivity. It is important to recognise that partners may be in different phases of development, which may affect the contribution (based on the availability of resources) each one has to make; partners should respect this. Partners should therefore approach the development of partnership in a just and fair manner, as equity is closely aligned to the principles of fairness, democracy, accountability and diversity. It could therefore be said that there is no equality in partnership but that this remains the ideal. Partnerships should be equitable *as a rule.*

Service-learning demonstrates reciprocity between the HEI and the community when the service-learning is organised to meet both the learning outcomes of the module and the service needs identified by the community (Bringle and Hatcher, 2002: 505). According to Gelmon and Holland (1998) sustainability of a partnership is directly linked to an ongoing sense of reciprocity related to the exchange of knowledge and expertise.

5.4.4 Clarify and commit to principles of HEI – community – service partnership

In order for all partners to commit to the principle of HEI – community – service partnership, ensure that all partners have knowledge of:

- A shared vision of the partnership;
- The underpinning principles of the partnership;
- The rights and obligations of each partner;
- The expectations of each partner with respect to achieving outcomes in the community;
- The specific contributions and responsibilities of each partner in terms of achieving outcomes in the partnership;
- The reporting and monitoring mechanisms and expectations;
- The frequency and purpose/ content of meetings of the partnership – with provision made for monitoring the process;
- The frequency of meetings to maintain, affirm and renew relationships;
- Means for negotiating, discussing differences and managing conflict;
- Ownership of materials, reports and other project outcomes; and
- Budget allocations and reporting requirements.

(Nchabeleng, 2001: 32)

5.4.5 Ensure diversity

Diversity implies understanding communities and HEIs in terms of power, oppression, empowerment and social justice. Dynamic and successful partnerships are grounded in valuing and respecting diversity. Valuing diversity ensures that the unique skills, capabilities and contributions of each individual, group and stakeholder are recognised in the partnership.

Diversity adds a critical balance to the partnership as it becomes easier to understand each member's perspective on an issue and one another's ideas about a course of action. Diversity develops awareness, challenges attitudes and beliefs, and provides a context for examining underlying stereotypes that affect capacity for change. The individuals whose lives are affected by decisions must be equally represented in the decision-making process (El Ansari and Phillips, 2001).

5.5 MAINTAINING SUSTAINABLE HEI – COMMUNITY – SERVICE PARTNERSHIPS

Kaye (1999: 372) argues that if coalitions (partnerships) meet the needs of their members they will be successful, and suggests that we use the six 'Rs' of participation:

- Recognition – recognise contribution;
- Respect – everyone wants to be respected;
- Role – everyone needs to feel needed and valued;
- Relationship – encourage accountability, mutual support and responsibility;
- Reward – there must be obvious benefits; and
- Results – deliver on outcomes.

The following are further useful hints in terms of maintaining sustainable partnerships:

- Introduce partners to the class;
- Create and maintain a database;
- Maintain contact; and
- Structure supervision at sites.

Introduce partners to the class

It would be helpful if you were to introduce your community partners to your class. As your service-learning module commences, provide partners with the opportunity to present their community and service context to the class. If you are using different service sites, you might wish to schedule the introductions over a period of days throughout the first week or two; alternatively, you might wish to arrange an orientation programme prior to the commencement of the module.

Create and maintain a database

Create and maintain a database in the form of a placement file as students are placed in various community settings. These files should be available to all partners and reflect the details of the service site and key contact numbers, learning objectives of the module, the times of placement, various forms for supervision and evaluation of students etc. This will facilitate the monitoring and progress of the module, as well as providing a valuable system and data for future use.

Maintain contact

Maintain contact and troubleshoot with the service and community agencies. Bradbard *et al* (1999: 18) highlight the importance of communication and maintaining contact when they assert that "communication is the key" and "we need to ensure that our three-way communication is functioning in top form". Communication mechanisms can be sustained and improved through continuous and effective feedback, which will lead to improved partnerships and hence service-learning experiences.

Structure supervision at sites

It is essential that clear guidelines with regard to supervision be provided to the site service provider, with someone always available to supervise and assist students. The designated supervisor needs to have a clear understanding of the content of the module and how the service-learning experience enhances learning. In the partnership, training should be provided so that the main ideas of service-learning are reinforced during the service placement (Stacey, Rice and Langer, 2001).

5.5.1 Conduct student orientation, training and supervision

Adequate orientation and training imply that staff and students are adequately prepared for the tasks they will perform. Student orientation may occur in lecture venues and/or on site by the lecturer or service and/or community agency site supervisor. If your students are going on site, it is best if the orientation happens on site; that way the students can become familiar with the location. During the orientation, it is important for students to understand clearly their responsibilities. The service-learning/ community engagement office on campus can coordinate and plan the orientation for your class. The following topics should be covered in orientation sessions:

- History, mission, structure and location of the service sites;
- Background and description of the individuals to be served;
- Social, political and economic issues related to the service site setting;
- Responsibilities: task assignments, expectations, role definition etc.;
- Protocol/ professionalism: policies, procedures, dress, manners, punctuality etc.;
- Client courtesy: behaviour and attitudes toward clients receiving the service;
- Problem solving around difficult situations that may arise; and
- Record keeping, supervision and accountability.

During the orientation session(s), issues of confidentiality and professional ethics should be discussed with students. Students should be shown how to perform the required activities and should become acquainted with the standard operating procedures of the service provider. It is important to remember that some students have little or no work experience and may not be aware of the norms and expectations in the workplace, especially regarding such issues as dress, punctuality and professionalism. The students should receive a copy of any relevant manuals of the service provider.

Students also have rights and should be treated as professionals. Student rights and responsibilities are the following:

Rights

1. To be treated as a co-worker;
2. To be thoughtfully assigned;
3. To know as much as possible about agency organisation, policy, people, programmes and activities;
4. To receive orientation, training and ongoing supervision for the job expected;
5. To receive sound guidance and direction;
6. To be provided with a variety of field experiences;
7. To pursue leadership roles;
8. To voice opinions and to have ideas included in the planning of programmes, activities and curriculum;
9. To do meaningful and satisfying work; and
10. To be evaluated based on service completed and learning demonstrated.

Responsibilities

1. To be open and honest at the site from the beginning;
2. To understand commitments of time and tasks and to fulfil them;
3. To participate in evaluation when asked to do so;
4. To share thoughts and feelings with staff, including making the learning objectives clear to the people with whom they will be working;
5. To respect confidentiality;
6. To seek honest feedback;
7. To serve as ambassadors of goodwill for the project;
8. To be effective advocates for change when it is needed;
9. To enter into service with enthusiasm, curiosity and commitment; and
10. To serve in a manner that preserves the reputation and integrity of the HEI and the agency.

(Alpena Volunteer Center, 1990)

Tips for preparing students for meaningful service

The following tips could prove useful during student orientation sessions:

- Describe the community.
- Impress upon students their responsibilities as representatives of the HEI.
- Introduce students to the work of the agencies.
- Provide some information/ training as to what students will actually be doing in the community.
- Describe typical problems that students might encounter and offer suggestions about how to overcome these problems.
- Explain the role of reflection and the mechanics of assessment.

5.5.2 Develop ethical partnerships

Service-learning concerns the development of the person as an accountable individual and as an engaged participant in society and community, nationally and globally (Colby *et al,* 2000). Ensuring the development of principle-centred, ethical partnerships necessitates continuous discussion with partners during the service-learning experience throughout the four stages of partnership development. It is important to explore the ethical implications of the HEI – community – service provider partnership, as it is essential to maintain the delicate balance between the needs of students and the needs of the communities and services. In the case of HEIs, partnership is a key indicator for managing quality, as engagement, collaboration and partnership are identified as the cornerstones of an institution's service-learning initiative. Sufficient resource allocation should therefore support this partnership objective (HEQC/ JET, 2006: 18).

Ethical obligation of the HEI:

- Balancing the needs of students with the needs of communities and services;
- Safeguarding the interests and wellbeing of the community by educating students to become competent service providers who are responsible members of the community. This is achieved when students are instilled with a sense of an ongoing obligation to service and ethical interaction with the community through the service-learning experience; and
- Service and benefit to the local community and society at large.

(Quinn, Gamble and Denham, 2001)

Ethical obligation of academic staff:

- Provide comprehensive professional preparation with diverse learning experiences.
- Provide students with a framework for ethical behaviour in community settings.
- Prepare students for a lifetime of service to the community.
- Prepare students for the specific community learning experience.
- Consider community needs, interests, and wellbeing.
- Avoid harm or burden to the community.

(Quinn, Gamble and Denham, 2001)

Ethical obligation of the community:

- Provide adequate supervision and entry to the placement site based on agreement with the HEI.
- Share indigenous, tacit and pre-theoretical knowledge prevalent in the non-academic world.

Ethical obligation of the service provider(s):

- Provide the facilities and context for the service-learning experience to occur.
- Provide adequate supervision and assessment based on agreements with the HEI.
- Share professional skills and knowledge.
- Provide students with a supportive, mentoring environment.

Ethical obligation of students:

- Strive to do no harm.
- Display academic integrity and respect.
- Embrace diversity in community settings.
- Show willingness to commit time, knowledge and skills to enhancing the wellbeing of the community.

Ethical dilemmas

There are several ethical dilemmas that could surface in relation to roles of partners and should thus be considered:

- The problem of conflicting loyalties;
- The eliciting of real, rather than symbolic, participation;
- The dilemmas posed by funding sources;
- The unanticipated consequences of organising; and
- The matter of whose 'common good' is being addressed through the organising effort.

(Minkler and Pies, 1999)

Ethical decision-making framework for addressing dilemmas:

- There must be a definite expressed need by the community, which provides the reason for placing students in a particular service-learning experience.
- The service-learning experience will result in learning that cannot be acquired in a classroom/ laboratory setting.
- A favourable risk/ benefit ratio must exist for the student, community and services.
- Community and services should provide voluntary and informed consent.
- The benefits and burdens of service-learning experience must be fairly and equitably distributed among the different populations and communities.

(Quinn, Gamble and Denham, 2001)

5.5.3 Deal with challenges

The partners in a service-learning module face particular challenges related to their specific roles.

Challenges for students: There are certain aspects of service-learning placements that can challenge students. These include: lack of experience and skills; a possible sense of entitlement; holding stereotypical views; personal comfort zones being challenged by experiences with diversity and poverty; and so on. Students often also have safety concerns and feel the pressure of heavy workloads.

How to address these challenges:

- Ensure adequate supervision of students at service sites, to address issues such as students feeling inadequate, safety concerns and so on.
- Provide positive reinforcement and support to the students through engaging them in weekly reportback sessions.

- Require each student to keep a critical incident journal, in which s/he discusses in detail particular events at the service site; this allows the academic to gauge the student reflection that has occurred, which enhances Mode 2 learning – that is, knowledge that occurs within the context of application and involves greater involvement with the local community (Jackson and Ward, 2004). Also, provide students with regular opportunities to share their experiences.

Challenges for academic staff: Typical challenges associated with service-learning for academic staff include: the strain of the additional workload; time constraints; power relations (issues of equity and reciprocity); the need to supervise students; and the work entailed in maintaining the partnership (i.e. regular meetings, communications etc.).

How to address these challenges:

- When staff members make a commitment to service-learning, ensure that resources are made available to enable them to design and sustain an effective programme.
- Organise regular feedback sessions with partners.
- Employ senior postgraduate students to assist with supervision at sites.

Challenges for community representatives: Characteristic challenges for community partners include: particular expectations that might not be met; varying levels of experience and skills; power relations (issues of equity and reciprocity); limited availability, and time constraints; the work required to maintain the partnership (i.e. regular meetings, communications etc.); and resource constraints.

How to address these challenges:

- Clarify roles and expectations.
- Engage in regular feedback sessions.
- Invite community representatives to assist with orientation, supervision and assessment of students.

Challenges for service providers: Service provides might experience the following challenges with regard to the service-learning module: resource constraints; particular expectations that might not be met; limited availability, and time constraints; a heavy workload; power relations (issues of equity and reciprocity); and the work required to maintain the partnership (i.e. regular meetings, communications etc.).

How to address these challenges:

- Clarify roles and expectations.
- Engage in regular feedback sessions.
- Invite service providers to assist with orientation, supervision and assessment of students.

5.6 MONITORING, EVALUATING AND INSTITUTING FEEDBACK MECHANISMS

5.6.1 Networking – share best practice

Partners need to recognise and celebrate the successes, challenges, lessons and best practice that have emerged from their work together; this can take the form of joint papers, presentations, showcasing and exhibitions.

5.6.2 Ensure the viability of the partnership

Prestby and Wandersman (1985) developed a framework for organisational viability, based on four components of organisational functioning: 1) resource acquisition; 2) maintenance subsystem (organisational structure); 3) production subsystem (action and activities); and 4) external goal attainment (accomplishments). According to this model, the viability of organisations (partnerships) depends on obtaining adequate and appropriate resources, developing an organisational structure for accessing resources, and the efficiency and effective use thereof, to conduct activities, which lead to outcomes benefiting all members.

The viability of a partnership should be a priority from the initiation of the partnership. Suggestions for ensuring viability are:

- Comprehensive planning;
- Time management;
- Flexibility;
- Sustained and ongoing communication;
- Joint decision making;
- Initiation and facilitation of change when necessary; and
- Regular monitoring, evaluation and feedback.

5.6.3 Expand or terminate the partnership

When the partnership has served its purpose, it is important for proper closure to take place. Partners also need to recognise that the explicit purpose for which they came together has been fulfilled.

- Consider holding a 'closing ritual' to honour the work you have done together, the relationships established, the changes undergone, and the independence of each organisation.
- Each partner's new strengths and skills as well as their next challenges should be acknowledged and honoured.
- Documentation and publication of the process and outcomes are important.
- Debriefing, evaluation and feedback are important.

If the partnership has been successful and if the service needs expansion, there is every reason to continue the existing partnership and/or form a new partnership.

SELF-STUDY ACTIVITY

Develop a plan for the collaborative partnership you will use for the practical implementation of the service-learning module you are developing. Supplement your plan with the systems you would put in place to facilitate, implement and assess the partnership.

CHAPTER SIX

RISK MANAGEMENT AND AGREEMENTS FOR SERVICE-LEARNING

OUTCOMES

By the end of this chapter you should be able to:

- Identify possible risks immanent in service-learning modules, and plan for them.
- Develop a risk management policy/ guidelines.
- Effectively manage incidents of risk when they do occur.
- Identify insurance provision.
- Complete the template for the design of a module integrating service-learning in the curriculum. Use Appendix **A**: SECTION B: *Phase 2: Module Implementation*: 4 and 5. You may also find it useful to draw on the content of Chapters 3, 4, 5, 7, 8 and 9 to complete the template.

6.1 INTRODUCTION

Academic staff should be aware of the potential risks (e.g. unusual physical demands, health risks, random acts of violence in communities etc.) of a proposed service-learning module and disclose this in the module study guide. Students must know how to perform their service-learning professional tasks safely – both for the clients and for themselves. Risk management forms part of good practice in service-learning, as it creates an awareness of and commitment to providing quality service. If staff members are concerned about students' safety in a module, they should discuss these concerns with the institution's legal advisor. Risk management, in essence, should be the responsibility of all partners; and while there are indeed risks, these are outweighed by the advantages of engaging in service-learning.

6.2 DEFINITION OF TERMS

To understand risk management, it is necessary to become familiar with the following basic terminology:

- Risks and risk management;
- Liability and liability prevention;
- Agreement and contracting; and
- Insurance.

Risk management is formally defined as the process whereby an organisation (HEI) establishes its risk management goals and objectives, identifies and analyses its risks, and selects and implements measures to address its risks in an organised fashion (Young and Tomski, 2002). The

goal of risk management is to improve performance by acknowledging and controlling risk, which improves the HEI's ability to avoid unpleasant surprises that can occur in a service-learning programme or project. This helps the organisation (HEI) to take control of the risks that cannot be avoided (Tremper and Kostin, 1997).

Risks can be categorised into different types and levels (people, property, income and goodwill). The simplest definition though is "the possibility of loss, injury, disadvantage or destruction" (Simmons, 2003).

Liability is having legal responsibility for something or someone. In law, liability is a broad term including almost every type of duty, obligation, debt, responsibility, or hazard arising by way of contract, tort, or statute. Liability is dictated by four points of law: duty to care, negligence, breach of duty, and standard of care.

Liability prevention involves the systematic identification, analysis, measurement and reduction of risks. It encompasses both service-learning products (e.g. poster, pamphlet, diet plan) and experiences and includes too the service or community agency. Liability could pertain, for example, to incidents such as slipping on a wet stairway or being involved in a motor vehicle accident, and in workers' compensation cases, among others.

Agreement and **contracting** refer to an arrangement made between two or more parties whereby they signify their assent, whether in writing or otherwise, to a course of action, or to a distinct intention, that affects the parties (Encyclopedia of Real Estate Terms, © 2000-2004).

Insurance involves a contractual agreement that calls for one party, in exchange for a consideration, to reimburse another party for certain specified losses. The insurance contract is called a policy. The consideration is called a premium. (www.insuritinc.com/pages/glossary.htm)

6.3 SOUTH AFRICAN LEGISLATION

Risk management should be considered a vital component of the service-learning partnership, and the joint responsibility of all the partners.

While various laws govern the relationship between the employer and the employee (see Appendix **T** for an outline of the laws that should be considered when embarking on writing a risk management policy), it should be noted that none of these laws considers the rights of students at various sites of learning in their capacity as volunteers (in the workplace), hence the concern for the safety of students during service placements. Service sites could include, for example, primary healthcare facilities, hospitals, businesses etc. Given the absence of legislation protecting students in the workplace, the role of the HEIs, service providers and the community would be to put protocols and guidelines in place to reduce the risk to students at sites of service-learning.

6.4 POSSIBLE RISKS FOR THE DIFFERENT PARTNERS

Service-learning presents a range of risks, which vary according to the partners involved and their particular roles.

6.4.1. Students

There are various risks for students engaged in service-learning. A primary one is students' safety as they are transported to and from the institution to their service-learning sites. If students use public transport, they might be hijacked, assaulted or robbed. At the service sites too there are risks associated with the student's particular professional activities; for example, students placed at primary healthcare settings or hospitals may be exposed to the risk of needle-stick injuries, and so on.

6.4.2 Academic staff

The risks for academic staff include the fact that students' whereabouts need to be known at all times and staff are required to meet the module learning outcomes. In addition, academic staff need to take into account their own safety during site visits and supervision.

6.4.3 HEI

The institution has risks such as liability issues (in the event of student injuries during service-learning experiences). In some cases of unusual risk, the HEI may decide that students should be required to sign indemnity or release forms. The institution's Legal Affairs Office may provide examples of indemnity forms to departments and assist in the drafting of indemnity forms for specific activities.

6.4.4. Community and service agencies

The community and service agencies also face liability issues if students should be injured at the service-learning site. When meeting with community and service partners to plan service and curriculum, it is also necessary to discuss risk management issues; this would be an integral aspect of negotiating the service-learning placement.

6.5 RESPONSIBILITY AND LIABILITY OF THE DIFFERENT PARTNERS

There are various codes of ethics that govern the behaviour of professionals (see an example in Appendix **H**). When providing a service there is a duty to care; that is, in doing good it is necessary to do so responsibly. Liability issues are always very fact-specific and depend on the circumstances surrounding a particular claim; thus cases of liability need to be well documented under the following headings:

- Negligence – the evidence of recklessness and/or indifference in performing duties;
- Breach of Duty – occurs when problems could have been avoided (in other words, the problems could have been foreseen);

- Standard of Care – refers to the quality of care provided (what is expected from a professional in a specific situation).

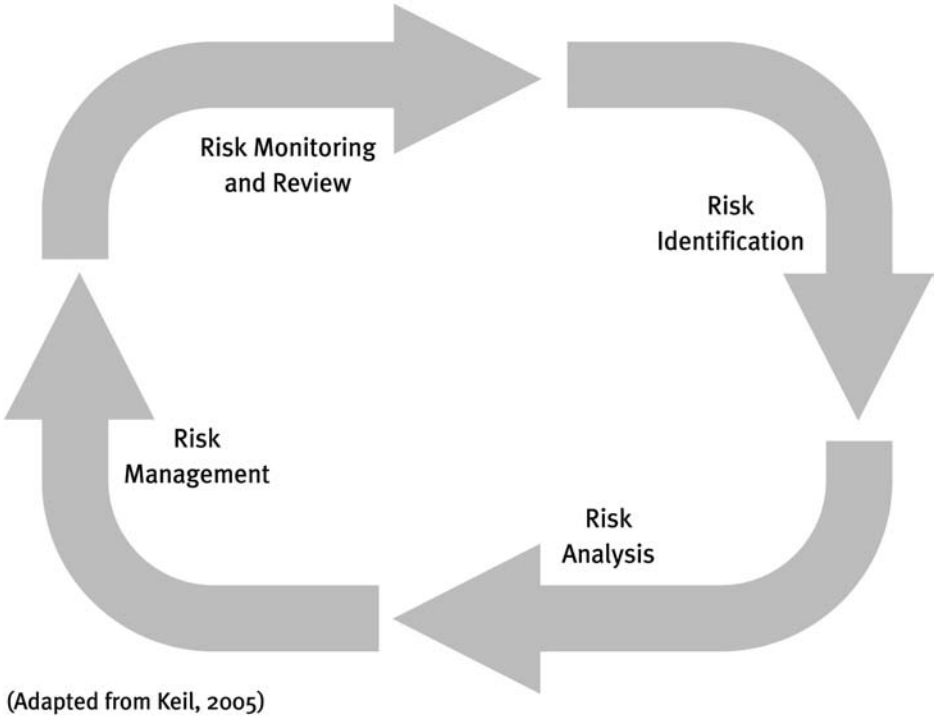
Staff members who organise a service-learning programme, students who participate in such programmes and community and service agencies that provide placement and supervision of students, and in most cases sponsoring HEIs too, are all exposed to potential liability.

6.6 FOUR STEPS OF RISK MANAGEMENT

The development of a risk management plan is necessary to ensure the commitment, involvement and protection of triad partners, and to provide a safe environment for students and staff involved in the service-learning programme.

HEIs need to develop risk management policies, which address the risk management goals, the measures to be taken with regard to training, insurance, contractual agreements etc. and policy implementation. (See Appendix **B** for an example of a service-learning agreement among various partners.) HEIs should therefore ensure that there are sufficient resources to provide the infrastructure required for the development of risk management policies as this also forms part of the management of quality. Once the risk management policy is in place, a specific plan with the following steps should be operationalised (see figure 6.1, below):

Figure 6.1: Risk Management Cycle



(Adapted from Keil, 2005)

6.6.1 Risk identification

Identifying particular risks that could be encountered during service-learning enables partners to consider various means to address these and highlight inherent dangers and risks to all involved. Partners are made aware of the capabilities of students and help ensure that the students do not act outside the scope of the level of their professional ability (Reams, 2003). This also determines the quality of duty and performance required from students, as the service-learning placement is recognised as a serious academic and professional learning activity.

6.6.2 Risk analysis and evaluation

This entails measuring the risk in terms of hazards and conditions of service site, cost of replacement of assets, legal fees, and so on.

6.6.3 Risk management

Select and implement methods of prevention (including training, supervision, policy, and indemnity forms); again, see the example of a service-learning agreement in Appendix **B**. Keep a record of claims and losses. The following are key aspects of risk management:

- Risk avoidance: This involves deciding not to do the project, or the part of the project that entails the risk.
- Risk containment: Containment involves setting aside sufficient time and money to pay for dealing with the risk, should it materialise.
- Risk reduction and risk prevention: These involve obtaining additional information that will reduce risk (e.g. prototyping, incremental development), or developing options to reduce the potential of the problem occurring.
- Risk mitigation: This entails taking steps before a risk materialises to reduce eventual containment costs.

6.6.4 Risk monitoring and review

Monitor the risk management programme and make changes as needed (continuous analysis of the plan). When participants are aware of a risk management plan, it improves morale and productivity, and increases awareness, which could deter or decrease potential risk.

6.7 COMPONENTS OF A RISK MANAGEMENT PROGRAMME FOR SERVICE-LEARNING

The following policies, procedures and processes should be in place for risk management of a service-learning programme:

- Site visit;
- Supervision;
- Orientation;
- Indemnity, consent forms and permission slips;
- Communication;
- Transportation;
- Loss reporting file; and
- Insurance.

(Mihalynuk and Seifer, 2003)

6.7.1 Site visit

A site visit should be arranged prior to the commencement of the student placement in the community, in order to plan for the students' activities and explore and discuss potential risks. This implies that, in addition to planning students' service-learning, academics, students and community and service agencies discuss the following questions:

- What are the potential risks to students of having contact with the community?
- What are the potential risks to students of travelling to and from their homes, the institution and the service site?
- What are the potential risks to services staff and community (clients) of having students on site, and how might such risks be minimised?
- How is risk and liability insurance provided to cover the students?
- How is confidentiality of students, services staff and community assured?

In addition to attending to the above questions, academics should:

- Visit the service site where students are likely to be during their service-learning experience.
- Once the module has started, visit the service site while students are there, to gain first-hand knowledge of the situations in which students are serving and learning.
- Meet with community and service partners after the service-learning experience has ended, to 'debrief' about the experience from the risk management and liability points of view, in order to assess what should be done differently in future.

6.7.2 Supervision

Adequate supervision at the service site and in the community not only helps ensure effective service and learning by students. It also helps to create a safe environment for service-learning. (If the site does not provide supervision, the academic should request that a site supervisor be provided, to assure that the policies of the academic institution, and community and service agencies are being enforced and adhered to. The supervisor(s) should be orientated to risk management and liability issues, as ignorance is no excuse and will not limit the liability.

6.7.3 Orientation

Orientation of students is crucial, as it will inform them about their conduct at the service site. Orientation should be a compulsory component of service-learning as students are introduced to the site and possible risks that exist. Orientation is thus an important risk prevention measure. (See Appendix **C** for guidelines on how to prepare students for any off-campus, HEI-related activities.) The following points identify what should occur during orientation to the site:

- Risk management and liability issues should be covered in the programme's orientation for participating students, academic staff and community and service agency partners. Students should be made aware of risks associated with service-learning, but such risks should be presented in context so as not to frighten students unduly or dissuade them from participating.

- Conduct discussion with the class regarding both the risks and benefits involved in community service, and the skills required. It can be helpful to involve students who have previously completed the service-learning experience as speakers during the orientation. Students often feel more comfortable about the situation if they hear about the positive experiences of other students. It is especially important to spend time training students in safety procedures, potential dangers and the risk management policies of the HEI, and community and service partners. Time spent here can help avoid future problems by bringing potential problems to the attention of participants. When orientating students, community and services partners, provide a summary handout or handbook with checklists, appropriate forms and emergency contact information.

6.7.4 Indemnity, consent forms and permission slips

Refer to the acknowledgement of risk form for students, in Appendix **D**.

Various forms are available for use in managing risks at the service sites. Such forms are crucial in the absence of safety policies at HEIs.

- Indemnity and informed consent forms serve as a means of informing and educating students, staff and community and service partners, and can help decrease the likelihood of lawsuits and improve the legal defence of your organisation, in the event that a lawsuit is filed.

- When people sign well crafted forms they are less likely to file suit.

- It is important to be aware that minors cannot sign contracts and parents/ guardians cannot legally waive the rights of their children. Instead, indemnity and informed consent forms can help document how organisations communicated potential risks and that participants

understood these risks. These documents only protect organisations against specific risks identified in the document and are only effective if the participant has a reasonable choice to decline to sign; for example, if a student were performing a service project that had to be completed in order for him/her to graduate, any indemnity or informed consent form would be invalid, because there would be serious repercussions (i.e. not graduating) were the student to fail to sign. If, on the other hand, there were several other service projects from which to choose and the student understood that s/he could simply choose one project, such a form would carry more weight.

- Permission slips are a good idea, if for no other reason than to let parents/ guardians know what their children are involved in. However, permission slips also protect your organisation from claims that it interfered with parental custody and authority over a minor. Permission slips do NOT transfer liability or take away the right of parents/ guardians to file suit (Points of Light Foundation, 2002).

- It should be noted that indemnity forms do not cover the HEI for liability but they do inform students about the risks involved, making them more conscious of their safety and raising their awareness of potential risks.

6.7.5 Communication

Open, frequent and clear lines of communication are key to reducing risks in service-learning; for example, community and service agency partners and students should know whom to contact at the HEI should any questions or emergencies arise in the course of the service-learning experience. The setting up of these clear lines of communication could provide students with the opportunity to report difficulties to their supervisor. Regular communication with community and service partners should help to identify any issues or concerns and to address them early in the process.

6.7.6 Transportation

See Appendix **E** for the University of Pretoria's guidelines for ensuring the safety of students during community-based education, including an annexure specifically providing hints for drivers/ passengers.

- Transportation is one of the most frequently listed 'barriers' to engaging youth in service. Partly this is because transportation involves bearing responsibility for an extra set of risks. Unfortunately, if an organisation has staff or volunteers driving any vehicle as part of service activities, it can be held liable for the driver, vehicles and passengers – regardless of who owns the vehicle.

- HEIs often state, in an informed consent form, that they are not liable for students getting to and from community sites. When the vehicle is either institution-owned or operated, or community agency-owned or operated, the following practices can minimise risks to both student and driver: to ensure acceptable quality of all drivers, develop policies and standards in terms of which drivers must qualify; follow safety precautions; develop and implement training for all drivers; ensure all vehicles are safe (with appropriate maintenance schedules); and provide policies for passenger behaviour.

- When students will be required to use public transportation, it is necessary to determine the risks of bus, train, taxis, subway, walking etc. and to take actions to minimise such risks (e.g. by organising car pools, pairing students who travel by bus/ taxi together to the site).

6.7.7 Loss reporting file

The loss reporting file can serve to diminish future violations and/or injury. It should include:
- Records of: accidents; safety violations; and training and orientation sessions; as well as participant sign-up sheets.
- Any relevant maintenance schedules (i.e. for HEI vehicles used to transport service-learning students); and reports of recommended corrective actions, claims reports, and so forth.

6.7.8 Insurance

Discuss the safety implications with service supervisor(s) with regard to their insurance for volunteer or support staff.

6.8 RISK MANAGEMENT POLICY/ GUIDELINES AND PROCEDURES MANUAL

A service-learning/ community engagement office or a person assigned to service-learning should compile and regularly update risk management manuals and make them available to academic staff, and community and service partners. The manuals should include the following:
- Mission, goals and objectives of the service-learning programme;
- Mission, goals and objectives of the risk management programme;
- Relevant policies and procedures: for example, liability policies, sexual harassment policies, human subjects protection policies, and campus or community vehicle policy;
- Contact information for HEI, community and service agency staff dedicated to the process of risk management and liability;
- List of approved service-learning and volunteer placements with contact information, highlighting any site-specific forms that need to be completed (e.g. fingerprinting, background checks);
- Service-learning agreement or contract: This form should explicitly state the legal roles and responsibilities of HEI, community and service partners engaged in service-learning;
- Student-related documents: A checklist of forms that students need to review and/or complete, and copies of these forms. For example, waiver, permission and information about

the possible dangers of the service-learning experience should be obtained in writing and kept on file. A good informed consent procedure can minimise the possibility of a claim alleging that the harmed party would not have participated in the experience had s/he been better informed of the risks (Tremper and Kostin, 1997);

- Community and service partner related documents: A checklist of forms that community and service partners need to review and/or complete, and copies of these forms. For example, service-learning contracts, memoranda of understanding, certificate of liability insurance, and time log to keep track of student hours supervision and participation on site;
- Safety and risk management tips for students in service-learning: This list should be developed from the voices of both the community and campus. Example 'do's and don'ts' might include: do not give service staff or community participants a lift in a personal vehicle; do not engage in any type of business with the community during the term of your service; do not give or loan a client money or other personal belongings.

6.8.1 Guidelines for students entering an unfamiliar community

When students are about to embark on their service-learning experience in unfamiliar communities, they should adhere to the following guidelines, which will enhance the learning experience:

- Know your site supervisor. Ask him/her questions about the area. Solicit his/her advice on what precautions you need to take to avoid difficult situations.
- Familiarise yourself with the area. Get to know the location of phones, 24-hour stores, police stations, fire stations, agency staff, other service agencies in the area and local businesses.
- Know the rules of the site. These rules are in place to ensure the most efficient functioning of the operation. Rules about training requirements such as background checks, confidentiality pledges or immunisations are intended to protect both you and the people with whom you are working.
- Be accessible. Give the phone number of your service site and a schedule of your hours to a relative or friend before leaving to do community service.
- Work in pairs. Try not to be alone with clients without adequate supervision.
- Stay informed. Stay in touch with your fellow community and/or service agency workers and keep up with incidents and issues affecting the area in which you serve.
- Trust your instincts. Sometimes the only indication you will have about impending problems is your 'gut feeling'. These feelings are enough of a signal to take precautions or simply suspend your activity but be sure to explain them to your supervisor.
- Do what feels right. If you do not feel comfortable or safe participating in a certain activity, do not hesitate to share your feelings with your site supervisor. You are not required to participate in any activity that makes you feel uncomfortable or unsafe.

6.9 AGREEMENTS AND CONTRACTING

Create your own agreements, or use the sample service-learning agreement or memorandum of understanding supplied here in Appendix **B**. Let your institution's legal advisor review the document to ensure that it is within the requirements of the legal system.

SELF-STUDY ACTIVITY

Imagine the following scenarios:

1) Fourth-year Nursing students, as part of their service-learning experience, are placed at a Community Health Centre. Prior to the placement they engage in a week long orientation programme. These students are expected to provide a healthcare service to all patients and need to follow a general protocol prescribed for HIV/AIDS in primary healthcare facilities. While providing a service to a patient, a student is exposed to a needle-stick injury. What risk management procedures are in place to effectively deal with this scenario?

2) Psychology students are placed at a non-governmental organisation for the aged as part of their service-learning placement. The students provide bereavement counselling to spouses. A student is alleged to have inappropriately touched a 60-year old woman during a counselling session. The woman lodges a complaint of sexual harassment. What can academic staff do to protect students from these kinds of allegations?

Analyse these case studies by identifying the factors that contributed to the problems arising, and the procedures that need to be put in place to prevent a liability suit. Provide recommendations for how such risk can be prevented in the future.

SERVICE-LEARNING IN PRACTICE

OUTCOMES

By the end of this chapter you should be able to:

- Structure your roles and responsibilities as an academic staff member developing, implementing and evaluating a service-learning module.
- Schedule your activities according to the proposed timeline:
  - Before the module starts;
  - During the first weeks of the module;
  - During the module;
  - At the end of the module; and
  - After the module.
- Complete the template for the design of a module integrating service-learning in the curriculum by ensuring that you have included all the practice principles. Use Appendix **A**: SECTIONS A and B. You may find it useful to draw on the content of Chapters 3, 4, 5, 6, 8 and 9 to complete the template.

7.1 INTRODUCTION

The purpose of this chapter is to demonstrate the practice of service-learning. From Chapter 1 to 6 you have learned about the theory – what to do and how to do it. In this chapter we will demonstrate service-learning practice from our own experiences. As stated in Chapter 4, it is not always a smooth 'journey' but as a pedagogy, when put into practice and when well supported, service-learning is a powerful learning experience for you and your students. To experience and assess students' increased understanding and improved application of curriculum content (enhanced academic learning), personal growth (inter- and intrapersonal learning) and deeper appreciation of social responsibility (relevant and meaningful service with the community) contributes to our motivation to sustain service-learning in the curriculum. We hope the same will be true for you.

Complying with all the key principles of service-learning as a pedagogy, as well as recognising all the role-players in the process, can become quite a 'messy business'. Experienced practitioners have articulated some valuable processes for effective service-learning programmes. When you plan, implement and evaluate a service-learning module, consider adapting the principles that follow.

7.2 BEFORE THE MODULE STARTS

Good planning of your service-learning module prior to implementation is essential to success. Before the module starts:

- Reflect on your goals, commitment and learning outcomes.
- Discuss preliminary ideas with the service-learning/ community engagement office on campus.
- Contact potential community and service partners.
- Obtain institutional approval for the module.

7.2.1 Reflect on your goals, commitment and learning outcomes

Reflect on your commitment: Before you commit yourself to embarking on this exciting but strenuous journey, it may be useful to reflect on your own commitment to and interest in service-learning.

Suitability of module: What are your goals for your students in the service experience? What are the types of community and service partners or projects you think would be valuable to stimulate learning in your module? Determine how service-learning relates to your module's objectives.

7.2.2 Discuss preliminary ideas with the service-learning/ community engagement office on campus

If your institution has a service-learning/ community engagement office on campus with staff members dedicated to service-learning activities, it can be a valuable support system during your service-learning endeavours. Meeting with the staff at this point can assist you in refining your ideas.

Such an office could provide you with valuable information, such as:

- A menu of potential service sites, with position descriptions and contact information;
- Existing service-learning modules and details of the faculty members involved;
- Ideas on module development: outcomes, learning activities, reflection and assessment;
- Guidelines for partnerships;
- Logistical, risk management and troubleshooting considerations; and
- Available assistance: student assistant roles, financial support, other resources and workshops in the field of service-learning.

Both the CHESP website (www.chesp.org.za) and the Campus Compact website (www.compact.org) offer valuable information.

Other pre-implementation planning activities that you should conduct include the following:
- Familiarise yourself with existing service-learning projects at your institution;
- Meet with likeminded colleagues; and
- Discuss your intentions with members of your faculty/ department/ school.

Familiarise yourself with existing service-learning projects at your institution
In order to avoid duplication and to facilitate networking with colleagues in the service-learning field, visit your institution's community engagement website or the service-learning/ community engagement office on campus for information on existing initiatives.

Meet with likeminded colleagues
Colleagues who have been involved in service-learning modules before or who are interested in new and innovative teaching methodologies can be a valuable source of information and support. It is important to tap into first-hand experience of the challenges of service-learning in the form of colleagues who have already learnt from the field.

Discuss your intentions with members of your faculty/ department/ school
Service-learning cannot be a 'one-person show'. For ensured sustainability, you are going to need the support of your faculty/ department/ school. The sooner you get your colleagues' buy-in, the better.

7.2.3 Contact potential community and service partners

Refer to Chapter 5: *Partnership Development for Service-Learning* for more information. The success (suitability, applicability, feasibility and sustainability) of service-learning activities is seated in partnerships. The sooner you secure this partnership, the sooner you can begin building strong relationships with the various participants in the service-learning process – and this will enhance your chances of success. Again, the service-learning/ community engagement office on campus can help you to identify potential community and service partners.

Visiting your suggested community site(s) provides an understanding of the service context within which your students will be working. Explore the community or service agency in terms of:
- Missions, goals and activities;
- Ideas and initiatives;
- Specific needs, opportunities and resources;
- Contact person(s) and location details;
- Number of students that can be accommodated;
- Orientation and training requirements; and
- Hours of service required.

When meeting with potential community and service partners to negotiate projects, it is important to articulate – orally and in writing – the objective(s) of the service assignment and your expectations for your students' on-site learning experience. It is helpful to have some information available to describe what you and your students have to offer the community and service partners. Bring extra copies of your module descriptors (even if only in rough draft form), with a statement of the module's purpose, outcomes (specifically service-learning goals), timeline (with hours per week) and limitations.

Finalise service-learning placement options

After your community visits, it will be possible to identify community needs that may be most relevant to your module's outcomes. If the needs of the community align with your learning outcomes, formalise the partnership, establish communication protocols and share an updated draft of the module curriculum.

After you have finalised agreements and arrangements regarding the service-learning site, it is important to visit or call or send out a follow-up letter to the community and/or service partner; this enhances coordination and helps ensure everyone is in agreement. Also remember to provide your contact information to all community and service partners.

7.2.4 Obtain institutional approval for the module

Refer to Chapter 3: *An Integrated Curriculum Model for Service-Learning* for more information. It is possible that your institution will have some processes and procedures for registering new or adapted modules. The following will be crucial steps and processes:

- Develop the curriculum;
- Plan logistics; and
- Inform the service-learning/ community engagement office on campus.

Develop the curriculum

Refer to Chapter 3: *An Integrated Curriculum Model for Service-Learning*. As you discovered in Chapter 3, the most successful service-learning projects provide students with a clear picture of the place of service-learning in the module. The module descriptors help students understand how service-learning is an integral part of the module. It is important to provide students with what they need to develop a clear understanding of the link between module content, service activity and student assessment and success in the module.

Thus, when developing the curriculum, consider including:

- An explanation that the module contains a service-learning component;
- The incentive(s) for successful completion of the service-learning experience;
- A statement integrating module and service outcomes/ objectives – describe the service-learning activity and its relation to module objectives;

- An explication of all learning activities: classroom-based learning, as well as site-based service-learning;
- A calendar: schedule of classes and service-learning events;
- Reflection activities (journal writing, other written reflection formats, in-class discussions or a combination of these), with guidelines explaining to students how to engage in these reflection activities; and
- Assessment activities: writing assignments, discussion of topics, readings, presentations and other activities.

Plan logistics

A major issue when integrating service-learning in a module is making logistical arrangements. It is important to formulate a comprehensive plan of action before the module begins. Logistical arrangements include:

- Transportation;
- Scheduling;
- Budgeting; and
- Agreements and liability.

Transportation: You are going to need to decide whether you will ask students to make use of the institution's vehicles, community transport or their own, private vehicles. (See hints for drivers/ passengers in the University of Pretoria's policy in Appendix **E**.)

Scheduling: You will need to consider where in the class schedule service-learning activities will fit; and whether scheduling will be coordinated in a centralised manner or left up to the students.

Budgeting: An important consideration will be how much money you are going to need for implementation and from where you will access the financing. (See Appendix **F** for an example of a grant application, from the University of the Free State.)

Agreements and liability: Consider whether you are going to make use of agreements to formalise commitment and clearly convey responsibilities. (See Appendix **B** for an example of a service-learning agreement, adapted from the California State University.)

Inform the service-learning/ community engagement office on campus

In order to assist the office in coordinating all service activities at your institution, provide a copy of your module descriptors, agreements and partnership arrangements.

7.3 THE FIRST WEEKS OF THE MODULE

Once the module has been developed and advance planning is complete, the implementation phase raises new challenges. The following timeline can help you to remember key steps in assuring quality as you implement your service-learning module:

- Introduce students to the concept of service-learning;
- Conduct student orientation and organise logistics;
- Attend to agreements;
- Conduct pre-implementation questionnaires and focus groups;
- Students make first contact with the community site; and
- Establish and maintain a database.

7.3.1 Introduce students to the concept of service-learning

Refer to Chapter 3: *An Integrated Curriculum Model for Service-Learning* for more information. On the first day of class, when introducing the module to the students, explain that it will entail service-learning. Consider including:

- What service-learning pedagogy is (unique features and methods);
- Why you have decided to use service-learning;
- How the learning objectives and service objectives relate;
- How the site(s) and types of service chosen relate;
- How service-learning enhances the module;
- The nature of the service objectives (i.e. on site or in class) and class-related tasks (reflection, journals and projects);
- How reflection and assessment will be conducted;
- Clear guidelines for assignments, and grading criteria; and
- What types of service objectives students might develop with their community and/or service agencies.

7.3.2 Conduct student orientation and organise logistics

To increase the likelihood of success and also to ensure reciprocal protection of your students and the community, it is crucial to prepare students for their service experience. Keep in mind that your students will present a range of levels of previous community exposure and a range of developmental levels. Adequate orientation and training can be conducted in class, or preferably at the site where the activities will take place. It is a good idea to include the community and service partner in the orientation and to host a panel discussion providing students with multiple perspectives on the task at hand. Issues to address during orientation include:

- General logistical considerations regarding the students;
- Broader issues relating to the project; and
- Students' expectations and responsibilities.

General logistical considerations regarding the students (this can also be included in the learning agreement):

- What they will be doing;
- Where they will be going;
- When they will be going;
- How much service is expected (defined by number of hours or other criteria);
- What types of service are suitable to the learning objectives of the module;
- Record keeping (the documentation, if any, you will require of the student as evidence of service completed);
- Time record form documenting time at the community site or hours spent on the project. See Appendix **G** for an example of a time record form;
- Timeline/ benchmarks for:
  - Contacting the agency;
  - Meeting with supervisors;
  - Signing agreements;
  - Beginning the service;
  - Completing the service; and
  - Due dates for journals, reflection activities, papers, presentations, evaluations.
- Transportation (see hints for drivers/ passengers in the University of Pretoria's policy in Appendix **E**);
- Budgetary issues;
- Protocol/ professionalism: policies, procedures, dress, manners, punctuality, etc. See Appendix **H** for an example of an ethical code of conduct;
- Courtesy: behaviour and attitudes toward community and service agency partners;
- Risk management; and
- Problem solving regarding:
  - Typical problems experienced;
  - Difficult situations that may arise; and
  - Whom to contact if there is a problem at the site.

Broader issues relating to the project:

- History, mission, structure and location of the service sites;
- Background and description of the individuals to be served;
- Social, political and economic issues related to the service site setting;
- Standard operating procedures and activities of the service agency;
- Norms and expectations in the workplace, especially regarding such issues as dress, punctuality and professionalism;
- Type of work in which students would engage; and
- Type of training and supervision to expect from participating agencies.

It would be valuable for students to receive a copy of any relevant manuals relating to the community or service agency.

Students' expectations and responsibilities:

- Ask students what prior experience they have working with people from diverse backgrounds.
- Ask what students hope to gain from the project.
- Discuss students' stereotypes, impressions and assumptions about the population with whom they will be working.
- Address student concerns, fears and expectations.
- Discuss confidentiality and professional ethics.
- Prepare students with the appropriate skills.
- Brief students on their responsibilities regarding: task assignments, expectations, role definition, communication, follow-through and professionalism.

Possible orientation activities:

- Videos/ multimedia;
- Talks by previous students;
- Talks by partners;
- Posters/ material of the previous year;
- Site visit; and
- Community or service partner to facilitate first visit.

Before you send your students into the community, make sure they are fully prepared and can answer all the question relating to the Who, What, When, Where and Why of the service-learning module.

7.3.3 Attend to agreements

Refer to Chapter 6: *Risk Management and Agreements for Service-Learnin*g for more information on liability issues.

Agreements can be helpful in formalising the commitment of all the partners and enhancing the credibility of the experience. Agreements should depict the tasks, expectations and professional demeanour expected from everyone and clearly convey to all that they have an obligation to fulfil their responsibilities. Furthermore, the agreement enables students to negotiate their learning and service goals with staff and the community representative. (See Appendix **B** for an example of a service-learning agreement, adapted from the California State University.)

7.3.4 Conduct pre-implementation questionnaires and focus groups

If you are interested in determining the impact (learning and growth) of the service-learning module on the students, community and service partners, it is important to collect some baseline information before the start of the service-learning activities. A pre-implementation questionnaire or focus group discussion can be a good point of departure. See Appendix **I** for an example of pre- and post-implementation focus groups for students (CHESP, 2005) and Appendix **J** for an example of pre- and post-implementation questionnaires for students (CHESP, 2005).

7.3.5 Students make first contact with the community site

After the orientation, students should be prompted to make initial contact with the community site (either appointed or of their own choice). Encourage your students to be accountable, committed and proactive, and to take responsibility for the project from the outset. To assist students, provide structure in the form of a deadline for:

- Making contact with the community;
- Providing feedback to you on:
  - Selected sites (agency contact information);
  - Selected projects;
  - Agreement forms; and
  - Planning sheets.

Review service-learning sites, project selection and students' planning, make adjustments as necessary and approve (or reject) the students' projects as quickly as possible. The service-learning assignment is now finalised and students can continue.

7.3.6 Establish and maintain a database

To enable monitoring and assist you in future activities, compile a database with service site details, student contact details and information about activities performed.

7.4 DURING THE MODULE

As you continue in the semester, you should consider the following:

- Maintain community and service partner communication;
- Monitor student progress;
- Faciliate reflection activities; and
- Conduct formative assessment activities.

7.4.1 Maintain community and service partner communication

Refer to Chapter 5: *Partnership Development for Service-Learning* for more information. You acknowledge that service-learning is a partnership, by maintaining contact and regular communication with community and service partners throughout the semester – both to monitor student involvement and progress and to discuss any questions or concerns the partners may have. Visit the agency when possible to gain first-hand exposure.

7.4.2 Monitor student progress

Students have the tendency to either underestimate or overestimate the service-learning task at hand. To help students stay on track and meet deadlines, as well as to anticipate problems, it is important to monitor student involvement and progress. This enables you to make changes to facilitate learning, ensure service-learning projects connect to module content, and improve partner satisfaction. Consider using:

- Classroom questions and discussions;
- Time log/ record form;
- Journals and other forms of reflection;
- Progress reports;
- Calls to the site supervisor;
- Individual check-ins/ visits to the service site;
- Individual and group supervision;
- Sessions to share concerns, success stories and special requests;
- Rough drafts or subparts of the final product (if applicable); and
- Presentations.

Constant feedback by the academic on the above activities will enhance student growth and development.

7.4.3 Facilitate reflection activities

Refer to Chapter 4: *Service-Learning in the Curriculum* for more information. In Chapter 4 we learned that structured reflection opportunities facilitate learning and help to tie service activities to module concepts and theories. Reflection provides a forum for synthesising theory and service, and assessing learning effectiveness. Feedback allows you to modify the module as necessary.

7.4.4 Conduct formative assessment activities

Refer to Chapter 4: *Service-Learning in the Curriculum* for more information. All the above suggestions (for monitoring student progress) can be used to conduct a mid-semester evaluation – using the results to make mid-semester modifications and necessary changes in requirements and procedures.

7.5 END OF THE MODULE

When the semester is coming to an end, there are some activities you can consider in order to ensure you tie up all the loose ends:

- Closure/ wrap up;
- Collect time record forms and other products of the experience;
- Conduct summative assessment;
- Get feedback from all partners; and
- Celebrate accomplishments.

7.5.1 Closure/ wrap up

Instruct students regarding how to wrap up their service projects. This includes helping students to reach closure with, and say good-bye and thank you to, the community, service agency and partners.

7.5.2 Collect time record forms and other products of the experience

In order to verify that students have indeed fulfilled their commitments to the community and service agency, it is important at this point to collect evidence of students' activities throughout the semester, e.g. time record forms and other products of the experience.

7.5.3 Conduct summative assessment

It is now time to conduct assessment of learning and evaluation of student performance. Always remember to evaluate *learning* from experience (rather than the experience itself). Summative assessment can be done through:

- Individual or group assignments;
- Final reports/ assignments including students' journals, reflection activities and other forms of continuous assessment;
- Classroom displays;
- Video/ multimedia presentations;
- Panel discussions; and
- Student presentations.

All these activities should encourage students to

- Share with one another what they have learned;
- Demonstrate how they have accomplished the learning outcomes set at the beginning of the module; and
- Integrate the module content and the service experience.

7.5.4 Get feedback from all partners

It is important to provide opportunities for all the partners to give their evaluation of and feedback on the service-learning experience. Be sure to include all partners in these activities as every partner can offer a different perspective and observations and informed insight into the service-learning experience. Consider using:

- Individual and group reflection forums/ focus groups; and
- Post-implementation questionnaires completed by students, community and service partners, as well as the module lecturer. (If you did administer pre-implementation questionnaires, an equivalent post-implementation questionnaire can provide a valuable measure of change.)

See Appendix **I** for an example of pre- and post-implementation focus groups for students (CHESP, 2005) and Appendix **J** for an example of pre- and post-implementation questionnaires for students (CHESP, 2005).

7.5.5 Celebrate accomplishments

A celebration/ ceremony/ workshop/ presentation (or any other act of care, appreciation and recognition) is an important part of any successful service-learning experience. Service students get the opportunity to share what they have learned, and present their finished projects as well as any products they have created. This allows students to share with their classmates what they have been working on and provides closure for all the participants. Be sure to involve all the partners of the project in these celebrations. Also consider inviting other members of the faculty, administration and community to share your successes. (This celebration day could also form part of your summative assessment.)

7.6 AFTER THE MODULE

Before you conclude your activities for this implementation cycle, there are some tasks that are valuable to complete:

- Give recognition to all partners.
- Meet with the partners to evaluate results and plan needed revisions.
- Self-evaluate programme success and revise for the next implementation.
- Provide feedback to the service-learning/ community engagement office on campus.
- Write up your learning experiences and publish them.

7.6.1 Give recognition to the partners

The success of a service-learning project depends largely on the strength of the partnerships that exist among all the role-players. Ensure that you show your appreciation and give recognition to everybody involved. Consider:

- Community representative;
- Service agency;

- Site supervisors;
- Those who have provided financial assistance; and
- Those involved in logistics (transport);

The following can be valuable:
- A thank-you letter from you and your students;
- Information about what the experience with the organisation has given the students;
- An invitation to celebrations and/or summative assessment activities (as previously mentioned); and
- A personal visit.

Any documentation you have available (such as student projects) can be of value to your partners and sharing such documentation with them could encourage them to continue with future projects.

7.6.2 Meet with the partners to evaluate results and plan needed revisions

All the partners involved in the project can be a valuable source of information. Consultation and reflection with everybody involved can provide you with ideas on how to improve the next round of implementation.

7.6.3 Self-evaluate programme success and revise for the next implementation

Refer to Chapter 9: *Managing and Enhancing the Quality of Service-Learning*; and Appendices **K-S** for more information.

In order to determine the success of the implementation, as well as whether the project is of benefit to all participants, make use of all the formative and summative evaluations, as well as quantitative and qualitative data obtained from your partners:
- Post-implementation questionnaires;
- Post-implementation focus groups;
- Reflections;
- Assessments (formative and summative); and
- Module evaluations.

7.6.4 Provide feedback to the service-learning/ community engagement office on campus

'Debriefing' with the service-learning/ community engagement office regarding successes and challenges and potential improvements/ changes can serve as a way of exchanging information that can be of value to both parties.

7.6.5 Write up your learning experiences and publish them

To ensure that your service-learning activities become part of an academic scholarship of engagement, try to publish your activities or present your programme at a conference. This can be valuable:

- For your future in the academic world;
- As an opportunity for networking;
- As documentation for future reference and funding;
- As feedback to partners; and
- To interested colleagues.

SELF-STUDY ACTIVITY

The following grid proposed by Kaye (2004) could be of value. Try to complete the grid for every phase of your service-learning project.

WHO	*SHOULD DO WHAT*	*BY WHEN*	*RESOURCES*

Table 7.1: Checklist for Service-Learning in Practice

BEFORE THE MODULE STARTS	***✓***
Reflect on your goals, commitment and learning outcomes.	
Discuss preliminary ideas with the service-learning/ community engagement office on campus.	
Familiarise yourself with existing service-learning projects at your institution.	
Meet with likeminded colleagues.	
Discuss your intentions with members of your faculty/ department/ school.	
Contact potential community and service partners.	
Finalise service-learning placement options.	
Obtain institutional approval for the module.	
Develop the curriculum.	
Plan logistics.	
Inform the service-learning/ community engagement office on campus.	
THE FIRST WEEKS OF THE MODULE	***✓***
Introduce students to the concept of service-learning.	
Conduct student orientation and organise logistics.	
Attend to agreements.	
Conduct pre-implementation questionnaires and focus groups.	
Students make first contact with the community site.	
Establish and maintain a database.	
DURING THE MODULE	***✓***
Maintain community and service partner communication.	
Monitor student progress.	
Facilitate reflection activities.	
Conduct formative assessment activities.	
END OF THE MODULE	***✓***
Closure/ wrap up.	
Collect time record forms and other products of the experience.	
Conduct summative assessment.	
Get feedback from all the partners.	
Celebrate accomplishments.	
AFTER THE MODULE	***✓***
Give recognition to the partners.	
Meet with the partners to evaluate results and plan needed revisions.	
Self-evaluate programme success and revise for the next implementation.	
Provide feedback to the service-learning/ community engagement office on campus.	
Write up your learning experiences and publish them.	

CHAPTER EIGHT

INSTITUTIONALISATION OF SERVICE-LEARNING

OUTCOMES

By the end of this chapter you should be able to:

- As a champion for service-learning, discuss and present institutionalisation initiatives of service-learning to the HEI's executive and public.
- Develop and facilitate the implementation of a strategic plan for institutionalisation of service-learning.
- Demonstrate ability to implement and monitor the various stages of institutionalisation.

8.1 INTRODUCTION

Service-learning as a teaching methodology at HEIs can contribute to the realisation of the goals of the White Paper (1997) by providing socially responsible graduates who are competent in critical, analytical and communication skills to deal with change, diversity and tolerance to opposing views (Reddy, 2004: 38). As service-learning is a relatively new methodology its successful implementation is dependent on the support and commitment of academic staff. The goal of institutionalisation of service-learning would be to develop a common language and set of principles to guide practice, and to ensure the allocation of resources to facilitate this teaching methodology.

In order to ensure institutionalisation it is critical that there is authentic support and involvement of institutional staff. Furco (2001: 69) states that "one of the first steps to advancing Service-Learning on any campus is to develop a critical mass of faculty who support and promote its use". Creating a context for institutionalisation of service-learning requires that a service-learning/ community engagement office or a person assigned to service-learning conduct an initial audit of existing community engagement initiatives at the HEI. This will provide an overview of what initiatives similar to service-learning are already in place, and allow for identification of existing pockets of potential support for growing service-learning in the institution. Such information as emerges from an audit of existing initiatives will provide the platform and context for carving a distinctive niche for service-learning – differentiating it from community service activities, internship programmes, co-operative education and other forms of experiential education, while also ensuring that it is fully integrated with both institutional mission and the curriculum.

8.2 MOTIVATION FOR INSTITUTIONALISATION

There are different possible reasons for the institutionalisation of service-learning, including that institutionalisation:

- Provides the academic context for service-learning;
- Attracts and supports advocates for service-learning;
- Develops support to sustain academics' service-learning practice;
- Expands the cadre of service-learning practitioners by expanding the service-learning network on campus;
- Enhances community engagement;
- Strengthens HEI – community relationships and improves the collaboration and partnerships between HEI, communities and service agencies;
- Improves undergraduate teaching through an effective approach to academic staff teaching and student learning;
- Promotes interdisciplinary teaching, learning and research and strengthens departmental collaboration;
- Assists the HEI with becoming socially relevant in teaching and research;
- Improves the scholarship and research of academics within the institution; and
- Provides the foundation for initiating and developing a service-learning office/ centre with staff, to support other staff engaged in service-learning.

8.2.1 Summary: Benefits of service-learning for the different participants

When motivating for the value of institutionalising service-learning, the following summarised benefits (for students, academic staff, community and service partners and the HEI) could be quoted to strengthen your argument:

Benefits of service-learning for students

- Students perform up to their potential in the module.
- They learn to apply principles from the module to new situations.
- Students develop a greater willingness to work towards the resolution of societal problems.
- Students develop problem-solving skills.
- They gain competence by practising social and professional skills.
- Students contribute to the community while broadening their understanding of community issues and populations that interest them.

Several studies have also established the outcomes for students engaged in service-learning activities (Cairn and Kielsmeier, 1991; Kraft, 1996; Daniels and Adonis, 2005; Eyler and Giles, 1994b and 1999):

- Personal growth: increase in self-esteem and confidence, increase in students' ability to engage in the community;
- Career development: active exploration of career interests, hiring advantage over others, greater confidence in their choice of career;
- Social development: increased interpersonal skills, indication of future community engagement; and

- Academic/ cognitive: better grades and higher throughput rate; engaging in service-learning is seen as a positive experience and students express the preference for all modules to incorporate a service-learning component.

Benefits of service-learning for academic staff

- The role of academic staff in the classroom is expanded from a provider of knowledge to a facilitator of critical synthesis and learning.
- Academic staff develop links with community members.

Benefits of service-learning for community and service partners and the HEI

- Students contribute to community development and renewal.
- Community and service agencies receive an infusion of creativity and enthusiasm from students.
- Students become more invested in the community.
- The community has increased access to institutional resources.
- The quality and efficiency of services offered to the community increase due to HEI assistance.
- The HEI and the community build links.
- The HEI is assisted with fulfilling its mission, because service-learning is a rich ground for renewing teaching, research and service activities.
- The HEI increases its access to community and service partners as co-teachers.
- The HEI gains additional experiential learning settings.

8.3 PROCESS OF INSTITUTIONALISATION

Boyer (cited in Brukardt *et al*, 2004: 1) writes:

> I have this growing conviction that what is needed [for higher education] is not just more programs, but a larger purpose, a larger sense of mission, a larger clarity of direction in the nation's life.

Furco (2002) identifies four elements of institutionalisation, as follows:

- The relationship between institutional mission and the purposes and goals of service-learning;
- Community participation and partnerships;
- Academic issues pertaining to academic staff, departments and students; and
- Structural and programmatic issues necessary to advance and sustain service-learning policy, staff issues and recognition policy.

8.3.1 The relationship between institutional mission and the purposes and goals of service-learning

An important aspect of this stage is aligning the definition of service-learning with philosophy, mission and vision of your institution:

> Identifying a common definition of Service-Learning will help create consistency across Service-Learning classes, encourage academic staff to provide a quality Service-Learning experience for students, and enable academic staff to compare the impact of their Service-Learning experiences with other academic staff adopting Service-Learning as a pedagogical approach. (Schaefer Hinck and Brandell, 2000: 878)

Such alignment also facilitates the adaptation of other forms of community engagement into service-learning programmes when deemed necessary. Sigmon (1994, in Schaefer Hinck and Brandell, 2000: 878) argues that a precise definition of service-learning will enable institutions to establish clear goals and then to work effectively and efficiently to accomplish these goals. Having a common definition (according to Bringle and Hatcher, 2002; and to Furco, 2003) also achieves the following:

- Avoids misconceptions;
- Provides continuity across programmes and academic units;
- Achieves academic goals (research); and
- Ensures quality of what takes place under this label.

If linked to the HEI's mission, the common definition is also a key element in the institutionalisation of service-learning on campus.

8.3.2 Community participation and partnerships

Zlotkowski (1999) asserts that HEIs are unable to institutionalise service-learning without the formation and sustaining of strong HEI – community partnerships. To ensure equity the partnership should reflect the different roles, the existing needs and incentives/ rewards for the community. (See more about designing collaborative partnerships in Chapter 5: *Partnership Development for Service-Learning*.)

8.3.3 Academic issues pertaining to academic staff, departments and students

For service-learning to have a future within higher education, staff, academic interest groups and individual disciplines need to see service-learning as a viable, intellectual and discipline-relevant pedagogy (Zlotkowski, 1995). Schaefer Hinck and Brandell (2000: 878) suggest three ways to convince HEI staff that service-learning is an important use of their time and energy, namely: 1) clearly situating service-learning within academic disciplines and interdisciplinary programmes; 2) providing development and ongoing support for staff to engage in service-learning; and 3) linking service-learning endeavours with academic staff reward structures.

8.3.4 Structural and programmatic elements necessary to advance and sustain service-learning policy, staff issues and recognition policy

There are structural and programmatic elements that are essential for advancing and sustaining service-learning:

- A centralised office needs to be in place, to perform a coordinating and facilitating function and thus ensure sustainability of the service-learning initiatives (Gray *et al*, 2000).
- Furco (2002: 57) states that an important facet of institutionalisation of service-learning is the establishment of staff performance review, appointment and promotion policies that support academic staff members' participation in service-learning.
- An alternative strategy to writing a separate policy for service-learning is to infuse service-learning into all the relevant existing policies and institutional strategic plans, to ensure the commitment and buy-in from all stakeholders at the HEI. In figure 8.1 (below) Daniels and Adonis (2005) visually represent an infused approach to institutionalisation of service-learning based on the HEI policies.

Figure 8.1: An Infused Approach to Institutionalisation of Service-Learning Based on the HEI Policies

(Daniels and Adonis, 2005)

Institutionalisation can be facilitated by the proposed audit of all existing community engagement activities (i.e. community outreach, community service, volunteerism, community-based education, work-integrated learning, field education, internships etc.) at the HEI. During such an audit, programmes would identify the experiential learning already occurring within the programmes – that is, learning that would lend itself to incorporating reflection, reciprocity, equity, development and diversity and could be modified into service-learning modules.

The process of service-learning institutionalisation as identified by Furco (2002) is aligned with the *Good Practice Guide* (HEQC/ JET, 2006) Recommended Indicators and Arrangements for Managing Quality, which stipulate responsiveness of mission and vision; policy, procedures and strategic planning; and commitment of leadership and management and organisational structure. (Refer also to Chapter 9: *Managing and Enhancing the Quality of Service-Learning*.)

8.4 CHARACTERISTICS OF THE DIFFERENT STAGES IN THE PROCESS OF INSTITUTIONALISATION

Institutionalisation is a process; it is not something that will materialise overnight. The progress of this process is determined by various factors, such as HEI context, timing and management and leadership (to name a few). Allen (1999, cited in Randall, 2002) identifies a range and progression of characteristic staff responses during the process of institutionalisation:

- **Denial:** It's a fad. If we ignore it, it will go away.
- **Acceptance:** OK, I guess we have to do it.
- **Resistance:** I feel threatened. My department feels threatened. My school feels threatened. My campus feels threatened. Can I subvert it by not participating in the process or in some other way?
- **Understanding:** Maybe we can learn something useful. Can we use what we've already been doing?
- **Campaign:** We have a plan. Maybe it's not perfect, but let's get moving!
- Collaboration: We have a plan with long-range objectives that are clearly defined and, based on our experience with service-learning, we believe it works.
- **Institutionalisation:** We can't imagine our institution – our teaching, our scholarship – without service-learning. It's a permanent part of our institutional culture.

(Allen, 1999, as cited in Randall, 2002)

8.5 DIMENSIONS OF SERVICE-LEARNING INSTITUTIONALISATION

The following table highlights dimensions that could provide a checklist for the implementation, monitoring and evaluation of the institutionalisation process (Furco and Holland, 2004: 9-11).

Table 8.1: Dimensions of Service-Learning Institutionalisation

DIMENSION	*COMPONENTS*
Mission and Philosophy	• Establishing a campus-wide definition of service-learning; • Completing a campus-wide strategic plan for advancing service-learning; • Aligning service-learning with the institution's mission; • Aligning service-learning with other education reform and civic engagement efforts.
Academic staff support for and involvement in service-learning development;	• Enhancing staff knowledge and awareness of service-learning through staff development; • Cultivating staff interest in service-learning and providing opportunities for staff to tie service-learning to their scholarly work; • Creating adequate infrastructure to support staff in managing the logistics of service-learning; • Providing staff with incentives and rewards to engage in service-learning; • Encouraging influential staff members to assume leadership roles in advancing service-learning on the campus and (via partnerships) in the community.
Institutional support for service-learning	• Establishing a coordinating agency that facilitates the advancement of service-learning and community partnerships; • Establishing a policy-making entity for service-learning, which establishes standards of quality and criteria for evaluation; • Supporting an appropriate number of staff members to work on advancing and institutionalising service-learning; • Providing adequate funding resources for service-learning activities using both internal and external resources; • Ensuring campus leaders support and understand the goals and purposes of service-learning; • Ensuring that departments support and encourage staff who engage in service-learning; • Establishing an ongoing monitoring system that tracks service-learning activities, participation and partnerships; • Implementing an assessment plan for measuring impacts and identifying areas for improvement.
Student support and involvement in service-learning	• Establishing coordinated mechanisms that foster students' awareness of campus service-learning opportunities; • Establishing formal incentives and rewards that encourage students to participate in service-learning; • Welcoming and encouraging student representatives to participate fully in official activities designed to advance service-learning on campus; • Maximising opportunities for students to participate in service-learning.
Community participation and partnerships	• Building awareness among community partners of the full range of service-learning opportunities and possibilities; • Cultivating mutual understanding of needs and purposes between the campus and the community partners; • Welcoming and encouraging community agency representatives; • Having representatives participate fully in official activities designed to advance service-learning on campus; • Assessing and monitoring impacts of service-learning on partners.

8.6 CHALLENGES IN PROMOTING THE INSTITUTIONALISATION OF SERVICE-LEARNING, AND TIPS ON MEETING SUCH CHALLENGES

There are many challenges that could encumber the institutionalisation of service-learning. These include not only issues *unique to your institution* but also the following kinds of factors that could serve to prohibit the process of institutionalising service-learning:

- **Databases:** Adequate record keeping is essential for monitoring and evaluation purposes.
- **Communication process:** The foundation of any change process is sound communication, which thus needs to be in place.
- **Triad partnerships:** The CHESP model calls for the participation of three partners (academia, public service sector and the community). Building partnerships is a crucial aspect of the institutionalisation of service-learning (see Chapter 5).
- **Contractual agreements:** In order to ensure that service-learning occurs in a structured manner it is required that partners formalise relationships among sectors with memoranda of agreement (see Chapters 5 and 6).
- **Safety:** Service-learning occurs in the community setting and not on the campus. Risk issues are therefore inevitable. Safety of students, staff at service sites and clients needs to be ensured (see Chapter 6).
- **Funding:** Before service-learning can be institutionalised, there needs to be a source of funding to develop and implement service-learning modules. The effective implementation and subsequent evaluation of these modules should be used as case studies to present the argument for the institutionalisation of service-learning.
- **Sustainability:** This is related to the previous point; it is necessary to ensure that staff members and departments can sustain successful pilot service-learning modules.
- **Evaluation and monitoring:** Effective monitoring and evaluation processes need to be in place, to ensure that the service-learning modules are of a high quality. With the quality assurance trend in South African HEIs, this is an important factor that needs to be accommodated in the planning and development of the service-learning module (see Chapter 9).

8.7 STRATEGIES FOR ENSURING STRUCTURED INSTITUTIONALISATION OF SERVICE-LEARNING

Given the challenges that institutionalisation of service-learning presents, based on the dimensions outlined in table 8.1 we suggest various strategies to be employed – to ensure that the institutionalisation of service-learning occurs in a structured manner.

Strategies for institutionalising service-learning include:

- Conduct an institutional audit of existing community engagement activities.
- Establish a commonly accepted definition of service-learning.
- Set guidelines and standards for service-learning modules and programmes.
- Clarify the difference between service-learning and the various other forms of community engagement.
- Develop a strategic plan for service-learning.

- Develop a service-learning policy or guidelines.
- Link service-learning curricular activities with research and scholarship.
- Build capacity in service-learning pedagogy.
- Establish collaborative partnerships.
- Establish service-learning policies within the HEI to ensure monitoring at different levels.
- Identify academic staff support requirements and incentives.
- Establish an office and personnel for coordinating service-learning activities and supporting staff members engaged in service-learning.
- Gain visibility and establish an identity for service-learning.
- Secure resources and funding.
- Gain support of key administrators, academic staff, other staff, students and community and service agency members.

In sum, for an HEI to move towards service-learning and hence towards becoming an engaged institution, it is crucial to:

- Ensure that mechanisms are in place to extend existing modules into service-learning modules and to ensure their success.
- Develop and carry out strategies that will enable staff members to buy into the concept and the discourse of service-learning.

SELF-STUDY ACTIVITY

Assess the stages of institutionalisation at your institution or in your faculty/ department, conduct a Strengths, Challenges, Opportunities and Threats (S.C.O.T.) analysis, and develop a strategic plan to implement or fast-track institutionalisation of service-learning.

MANAGING AND ENHANCING THE QUALITY OF SERVICE-LEARNING

OUTCOMES

By the end of this chapter you should be able to:

- Develop a framework for managing the quality of your academic programme.
- Develop mechanisms for the quality assurance of your academic programme including service-learning.
- Plan and develop tracking mechanisms for evaluating service-learning.
- Monitor and evaluate the quality of service-learning within the context of your programme.
- Complete the template for the design of a module integrating service-learning in the curriculum. Use Appendix **A**: SECTION C. You may also find it useful to draw on the content of Chapters 3, 4, 5, 6, 7 and 8.

9.1 INTRODUCTION

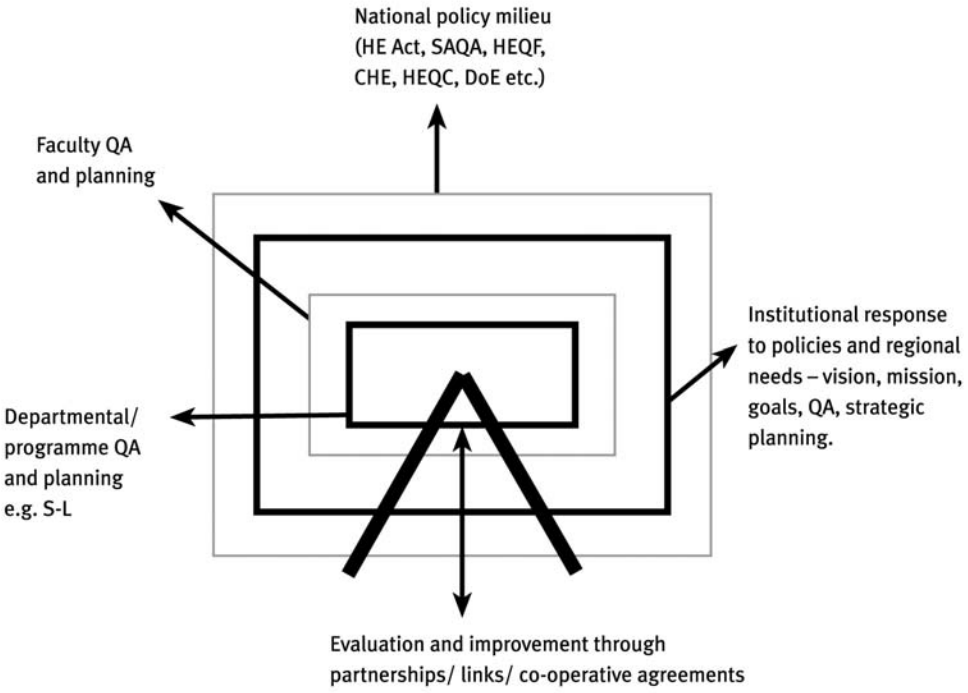
It is widely acknowledged that quality assurance is one of the most important mechanisms that is steering the higher education system in South Africa. In terms of the Higher Education Act (Republic of South Africa, 1997) quality assurance is the responsibility of the CHE, and is given effect by the HEQC – as a permanent sub-committee of the CHE. The work of the HEQC is guided and supported by the HEQC Board, whose members are elected for a three-year term of office that may be extended at the discretion of the CHE.

In its founding document (HEQC, 2001) the HEQC articulates the fundamental principles that underpin its quality assurance framework and criteria, namely:

- Fitness ***for*** and fitness ***of*** purpose;
- Value for money in relation to the achievement of the goals of the White Paper; and
- Transformation.

The vision and mission of public HEIs should be aligned with the HEQC's approach to quality as well as with other national imperatives. This must be evident in the policies, procedures, processes and systems of the institution. The relationship between the national milieu and the hierarchical structures within an institution is depicted in figure 9.1 (DIT, 2003). This diagram may also be applied to the development of an institution-wide quality assurance system and the implementation thereof at various levels within the institution.

Figure 9.1: Relationship between the National Milieu and HEIs (Nested Model)



(DIT, 2003)

9.2 DEFINITIONS

The process of development of a quality assurance system tends to generate a lot of debate, not least of which are the debates pertaining to definitions. It is important to ensure that within the institution there is a shared understanding of the definitions of commonly used terms such as quality, quality management, quality assurance etc. Where these definitions are not yet established at an institutional level, it is incumbent on programme leaders to document the definitions of the terms and concepts that they use. This will ensure consistency of application and will inform the development and implementation of systems and processes.

> Quality is a useful concept to link changes at the macro level of systems and policies of higher education with changes at the micro level concerned with curricula, teaching, student learning and assessment. At the macro level, quality assessment is about power and control. At the micro level it is about student experience and achievement. (Brennan, 1997: 8)

The HEQC documents provide some useful definitions in this regard. However, your institution/ department/ programme may want to go beyond a minimum standards approach to articulating its own definitions as part of its policy approval processes. This is acceptable provided that there is alignment with the HEQC definitions. Here we provide definitions of the following commonly-used terms:

- Quality management;
- Quality assurance; and
- Programme evaluation.

Quality management: The HEQC (2004b: 26) defines this as: "Institutional arrangements for assuring, supporting, developing and enhancing, and monitoring the quality of teaching and learning, research and community engagement". Quality management may be visualised as a matrix comprising four key activities/ elements, namely: quality support, quality development, quality monitoring and quality assurance. Each of these elements in turn is assessed with regard to input, process, output and impact factors. Quality assurance is the focus of most quality management systems and may ultimately subsume quality management.

Quality assurance: The HEQC (2004b: 26) defines this as: "Processes of ensuring that specified standards or requirements have been achieved". Woodhouse (2001: 2) defines quality assurance as "those systems, procedures, processes and actions intended to lead to the achievement, maintenance, monitoring and enhancement of quality". Quality assurance is an ongoing internal activity to determine that what the HEI aims to achieve *is* being achieved. Harman (1998: 346) differentiates between quality assessment and quality assurance and states that the latter is an inclusive term that "embraces not only assessment but also...follow-up efforts aimed to achieve improvement".

Programme evaluation: The HEQC (2004b: 25) defines this as "the external quality assurance processes undertaken to make an independent assessment of a programme's development, management, and outcomes and to validate the findings of an internal programme review".

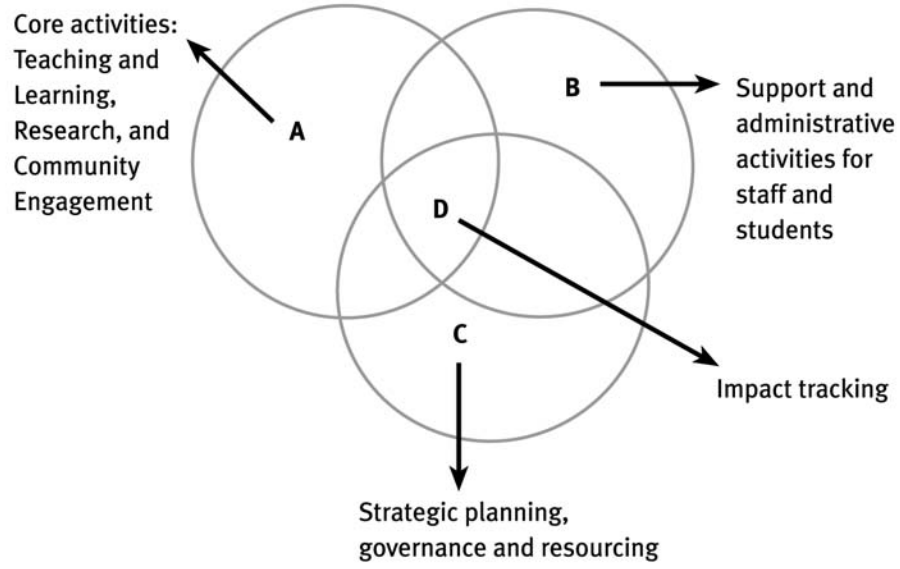
9.3 A FRAMEWORK FOR MANAGING QUALITY

Close scrutiny of the illustration in figure 9.1 makes it apparent that the institution has to develop an approach to managing quality that will inform the development of appropriate policies, processes and procedures to quality assure its activities. Within any HEI, there are a number of key activities that are crucial to the life of the institution. These activities must act in synergy if the institution is to function in a manner that contributes to the achievement of its vision, mission and goals. Furthermore, the students' total learning experience at the HEI is a reflection of this synergy. Scott and Hawke (CTP, 2004) identify three broad categories for these activities, viz.:

- The core activities of teaching and learning, research and community engagement (figure 9.2, circle A);
- A range of administrative and support activities for staff and students, which underpin and may even serve as enablers for the core activities of the institution (figure 9.2, circle B); and
- Direction-setting, governance and resourcing activities, which are critical for the wellbeing of the institution in order to achieve its mission and retain its strategic position and competitive advantage (figure 9.2, circle C).

It is necessary for the institution to engage in monitoring and evaluation of all of the above activities. The information/ data gathered may be triangulated and thus contributes to determining the impact of these activities (figure 9.2, circle D) on those whom it is set up to benefit. Scott and Hawke (CTP, 2004) illustrate these activities and the impact tracking in a model for mutual reinforcement (figure 9.2, below):

Figure 9.2: Mutual Reinforcement among Higher Education Activities



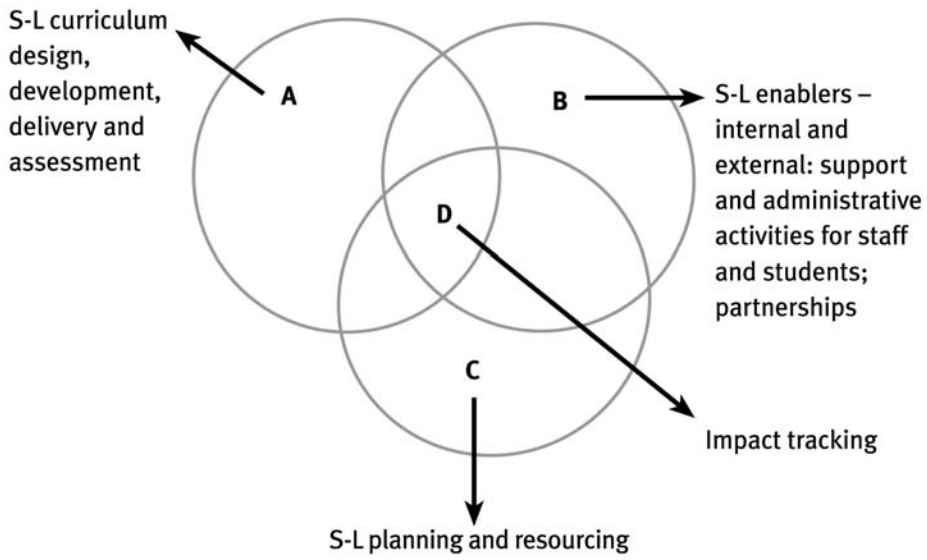
(CTP, 2004)

The above model may be used by service-learning coordinators as a framework to guide the development of a system to manage quality at institutional, departmental and programme level.[5] The model also demonstrates the need for alignment of the three sets of activities within the institution; for example, the achievement of the outcomes for service-learning at the module/ course level is enhanced if there is guidance at an institutional level in terms of the necessary policies and processes (refer to Chapter 8 on the institutionalisation of service-learning). This does not mean that service-learning cannot be developed and implemented in the absence of such alignment – but simply that it will be more difficult and that the model for mutual reinforcement will be heavily weighted on one side without the necessary goal setting, resource allocation and support.

5. The idea of a 'service-learning component' will be used in this chapter to embrace service-learning activities at programme and/or module/ course level, as the terms module, course and programme are interpreted differently in different institutions.

By adopting this model for developing a system to manage the quality of service-learning, it is possible to ensure that the key components of the system are addressed. Furthermore, use of the model facilitates the development of appropriate mechanisms for information and data-gathering as well as the triangulation thereof for the assessment of impact. Thus, service-learning coordinators and academic staff (where applicable) may adapt the model specifically for service-learning, as illustrated below:

Figure 9.3: Model for Mutual Reinforcement, Adapted for Service-Learning



In the context of service-learning:

- Circle A may be visualised as having three segments representing (a) design and organisation of the curriculum, (b) delivery of the curriculum, and (c) assessment.
- Circle B represents internal and external support (enablers) for service-learning. Examples of external support would be the service-learning partners, i.e. the community and service agencies. Internal support would be the HEI support structures that would facilitate service-learning activities, for example, the library.
- Circle C represents the HEI's policies, procedures and processes that inform the development and implementation of service-learning activities in alignment with the institutional mission and objectives. Also included here are the resources that are allocated for this activity.
- In each of the above activities, i.e. circles A, B and C, information is gathered and various activities are monitored. The information that is gathered may be used to review various aspects of the service-learning component (formative evaluation) and may also be triangulated and used in the evaluation of the service-learning initiative as a whole (summative evaluation). Payne (2000) provides interesting reading on the models for evaluation and proposes a model that includes qualitative and quantitative sources of data/information.

The various elements that comprise each of the circles specifically for service-learning are clearly articulated in the *Good Practice Guide* (HEQC/ JET, 2006). Through use of that Guide and the above model, service-learning coordinators will be able to develop a system for managing the quality of service-learning at programme and/or institutional level.

For academic staff (lecturers), it will be useful to develop a checklist to determine whether you have the necessary policies, procedures and processes in place. If you find they are not in place, identify what needs to be addressed and communicate this to your line manager for the attention of the Dean and/or the unit that has responsibility for quality assurance at your institution.

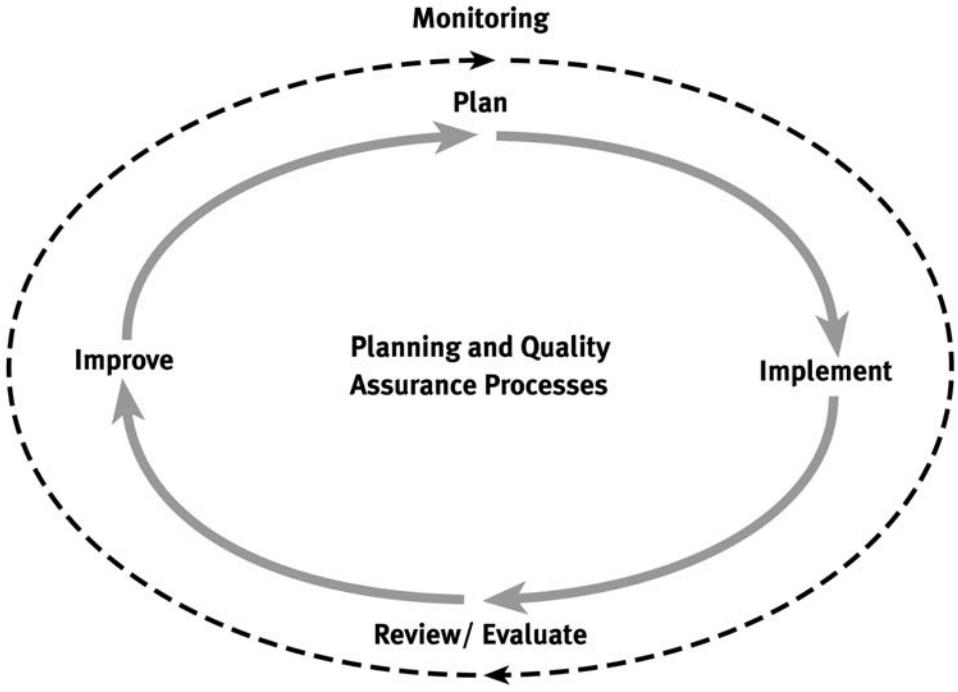
Remember the nested model (figure 9.1): your initiative is at the core of the nest and is a component of a much bigger picture – in the context of both the HEI and national policy!

9.4 QUALITY ASSURANCE OF SERVICE-LEARNING

It is easy to be overwhelmed by the plethora of literature available on quality assurance generally. Just breathe deeply and start by considering, in the context of your service-learning component, the different moments in the quality cycle:

- Planning;
- Implementing;
- Reviewing;
- Evaluating (when you ask: What are we doing? How are we doing it? Why are we doing it this way? How do we know it works? So what?); and
- Improving (when you ask: How will we improve it, and why?)

Figure 9.4: The Quality Cycle



Having read thus far in this chapter, you should by now be familiar with the activities that comprise or should comprise the process of managing the quality of service-learning at your institution. However, it is necessary for you to plan a strategy for monitoring the implementation of service-learning so that you are able to gather information and/or data in an organised manner. Information thus gathered may be used for reviewing the service-learning activities and making improvements where possible. The information and/or data may also be triangulated, allowing you to evaluate (i.e. make judgements about) your service-learning component and develop an appropriate improvement plan.

At this point, it is important to clarify some of the new terms that are being used:
- Evaluation;
- Review; and
- Quality tracking and improvement.

Evaluation: According to the CTP:

> This entails specific groups (usually external) making judgements about the worth of a programme activity or institution. It can involve making judgements about the quality of an activity's conception, resourcing, delivery or impact. At the heart of evaluation is value judgement. (CTP, 2004: 48)

Evaluation may also take place as an internal activity (internal evaluation) with external support in the form of the evaluation panel team. Evaluation may be formative or summative and will usually be the responsibility of the service-learning coordinator.

Review: "To look back on, take stock, with a view to determining what is working up to expectation and what is not" (CTP, 2004: 50). Review is an internal, ongoing process that is usually formative in nature and thus lends itself well to reflective practice carried out by lecturers for the purpose of continuous quality improvement of the service-learning module.

Quality tracking and improvement: To quote the CTP once again:

> Using agreed quantitative and qualitative measures these systems track activities, processes and programmes as they are implemented in order to identify what is working well (for use in benchmarking for improvement) and what is not (in order to identify key areas for enhancement). (CTP, 2004: 50)

Quality tracking/ benchmarking is usually a high level activity applicable to the service-learning coordinator or institutional quality assurance department. However, this does not preclude academics from benchmarking their service-learning work; this should be encouraged and is recognised as good practice.

Table 9.1 (below) summarises the differences between formative and summative evaluation (adapted from Payne, 2000; and CHE, 2004).

Table 9.1: Differences between Formative and Summative Evaluation

	MONITORING	***FORMATIVE EVALUATION***	***SUMMATIVE EVALUATION***
Purpose	Adjust implementation, identify necessary actions	To improve service-learning	To accredit service -learning/ programme
Audience	Department that is implementing service-learning	Staff, service-learning partners, HEI administrators, students	HEQC, possibly even service provider
Who does it?	Internal	Internal	External
Frequency	Continuous	Periodic	Periodic
Main action	Keeping track of trends and progress	Developmental	Making judgements
Focus	Inputs, outputs, processes, instruments	Inputs, outputs, processes, impact	Input versus output; impact; process versus results; cost-benefit analysis
Questions asked	What is working? What can be improved, and how?	What is working? What needs to be improved How can it be improved?	What results occur? How do the community, students, and HEI benefit? How is this contributing to 'the public good'?

Table 9.1 (above) may be adapted further to suit your needs. For example, you may expand the table to include the monitoring mechanisms that you as an academic will implement and also document the purpose of the monitoring activity. Service-learning coordinators and/or quality assurance staff may find it useful also to include the data sources/ evidence that will be used to facilitate triangulation and interpretation of data.

9.4.1 Planning an approach for quality assurance

You will have planned your service-learning component taking into consideration your institution's policies and procedure requirements, i.e. the system for managing the quality of service-learning. Where such a system is not formally articulated, it is important to develop a set of guidelines for yourself so that you develop service-learning within the parameters that you have established. The *Good Practice Guide* (HEQC/ JET, 2006) will assist you in this regard. You now need to document the mechanisms you will use to quality assure the service-learning component. There is a limited number of quality assurance methodologies used internationally; the following are the most common:

- Self-evaluation;
- Peer review by a panel;
- Use of statistical information and performance indicators; and
- Data/ information gathering (from key stakeholders).

(Harman, 1998)

A combination of the above is the recommended approach; that is, a self-evaluative approach through reflection on experience(s) (review), analysis of data and/or information, and triangulation using agreed performance indicators culminating in the compilation of a self-evaluation report. The self-evaluation is then validated through a process of 'peer review' by a panel comprising a number of selected external 'experts'.

9.4.2 Review and evaluation

Determine the frequency of *review* and *evaluation* activities. Evaluation usually requires external evaluators and is a process of making judgements on all aspects of provision of service-learning. The service-learning coordinator should therefore consider an evaluation cycle that allows for sufficient, relevant data to be gathered about the service-learning activity within the context of the whole qualification. The cycle may thus relate to the duration of the qualification; for example, a three-year cycle for an undergraduate qualification (that is, the evaluation will be conducted every three years).

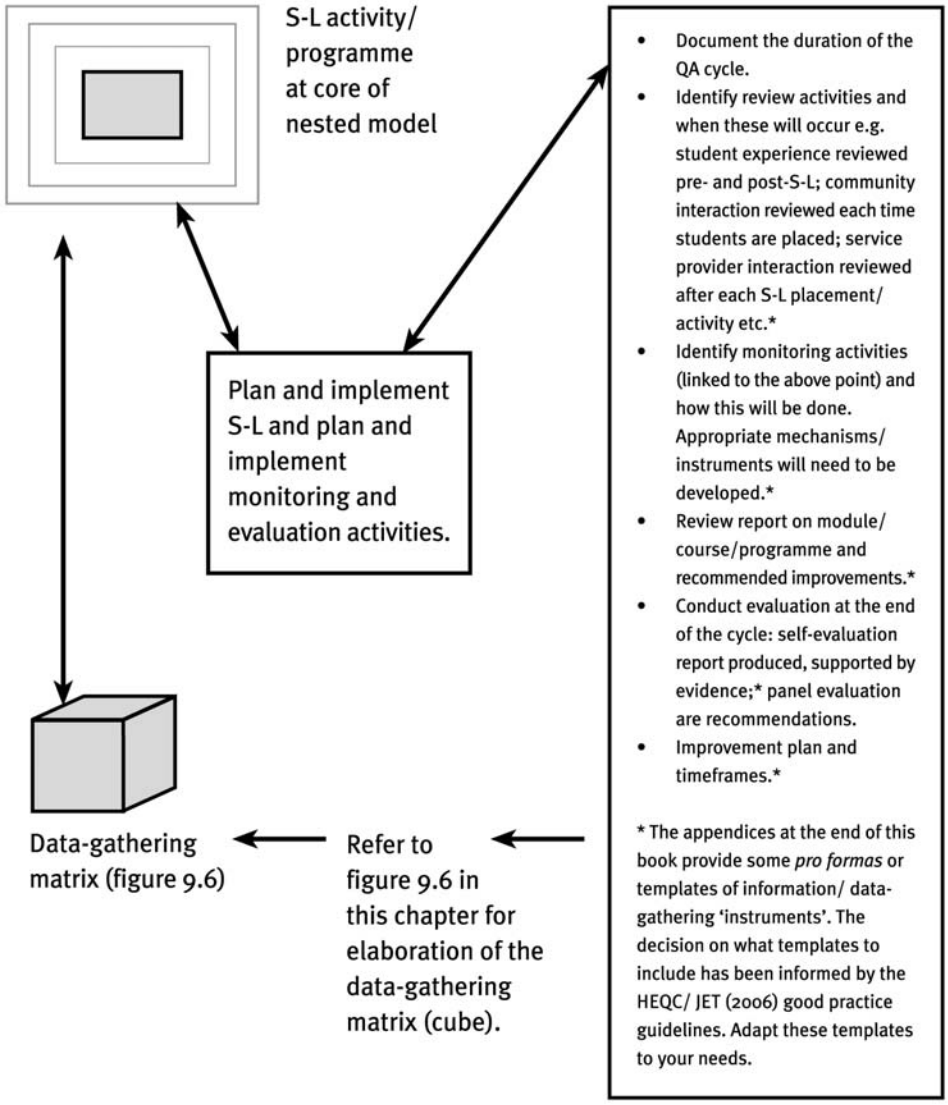
Once you have decided on the frequency of evaluation, you should consider the review activities in which you wish to engage. Remember that the review process is an ongoing one and therefore takes place more frequently than evaluation. Review activities will provide indicators of progress and areas for improvement on an ongoing basis. Furthermore, you may review different aspects of service-learning provision at different points in time; for example, you may choose to review partnerships separately from programme design and delivery. It is, however, advisable that you conduct a review of all aspects of service-learning provision midway in the evaluation cycle. This will assist you in preparing for the evaluation at the end of the cycle. A schematic representation of the quality assurance activities is presented below. Adapt this to suit the needs of your service-learning component.

9.4.3 Gathering information and/or data

In order to reflect on the extent to which you are achieving what you set out to achieve, you will need to gather information from participants and stakeholders in the service-learning component. It is important that you plan and develop these information/ data-gathering activities and associated instruments as you are planning your service-learning component, thus avoiding duplication. For example, you will find that much of the data you gather for quality assurance purposes may also be used to inform research that you are conducting, and *vice versa*. The following two figures, adapted from Payne (2000), and the nested model (figure 9.1) illustrate the complexities of the partnerships in service-learning. At the same time, however, they help identify the role-players from whom feedback is required and the inter-relationships of these role-players.

As you have worked through this book, you will have noticed that you have been referred to the development of various types of feedback instruments and data-gathering mechanisms; for example, self-evaluation of teaching, approval of the service-learning site and feedback from partners. A number of templates for such instruments have been developed and are presented as appendices at the end of the book (see Appendices **K-R**).

Figure 9.5: Review and Evaluation of Service-Learning



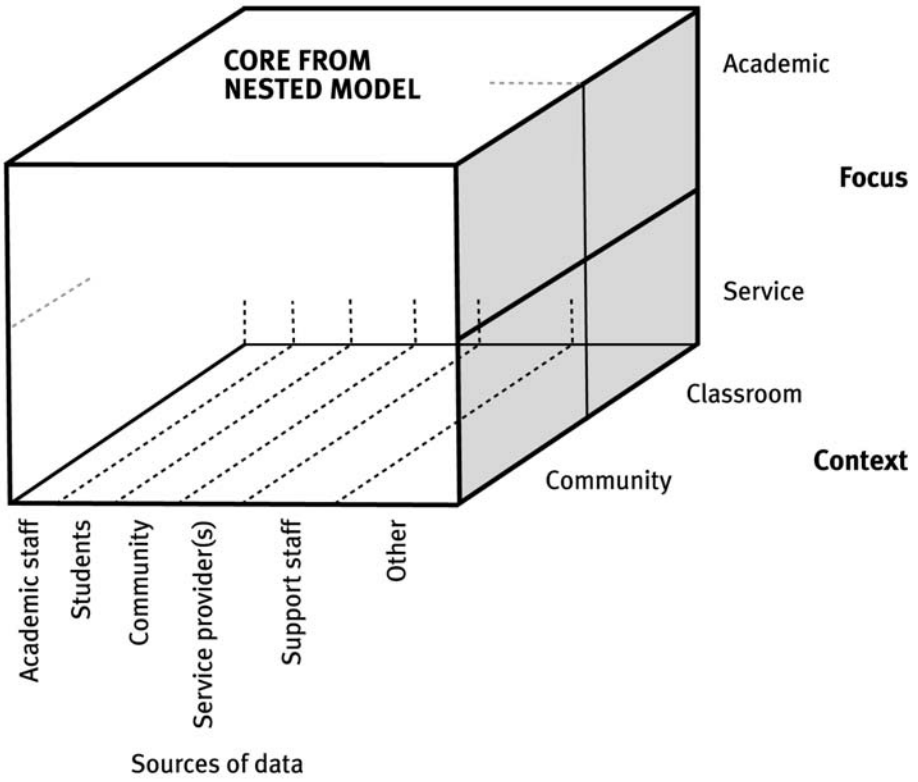
(Adapted from Payne, 2000)

It is important to record processes, activities, outcomes, etc. from the outset; that is, from the point of considering the development and implementation of the service-learning component.

It must be stressed that evaluation is an evidence-based process and that any claims that are made must be substantiated. Such documentation is described as: "...special knowledge about how service-learning has changed the lives of students, teachers, parents, and community members" (Payne, 2000: 17).

Documenting/ recording is initially a challenge for academics, many of whom tend to regard this as yet another example of managerialism, from which they may consider themselves

Figure 9.6: Data-gathering Matrix



(Adapted from Payne, 2000)

exempt. This is not true; for quality assurance initiatives in any institution to succeed, quality assurance activities must become an integral part of academics' *modus operandi*; and this includes gathering evidence. This is especially important when the learning environment shifts to the community and additional role-players enter the teaching-learning arena. Recording could initially be on sheets of flipchart paper (dated). It is necessary to collect information (tracking service-learning) from a range of sources at different times and to triangulate this information. Triangulation without criteria is fraught with problems and the validity of the self-evaluation report will be questioned. It is necessary for lecturers and service-learning coordinators, at the outset, to develop and agree on the criteria to be used for the evaluation of service-learning.

9.4.4 Evaluation

Evaluation entails making judgements about the value of the service-learning activity and is usually conducted by the service-learning coordinator or quality assurance department. The evaluation process also presents an opportunity for reflection on the service-learning process and outcomes. The extent to which internal peer review is successful is dependent on the level of 'maturity' of quality assurance at an institutional level and the extent to which quality assurance is embedded in teaching, learning, assessment and research. Where quality assurance is a 'bolt-on' activity based on compliance (immature system), external peer review is less likely

to have the desired effect (i.e. quality improvement). However, this is largely dependent on the expertise within the evaluation panel and the extent to which those being evaluated demonstrate confidence in the competence of the panel. According to Brennan (1997: 16), "Strong and credible self-evaluation...probably remains the best chance for disciplinary units to assert their authority in the quality assessment process".

In addition, institutional structures for managing quality have a key role in closing feedback loops, thus inspiring confidence in quality assurance as a worthwhile activity that is beneficial to all stakeholders. The closure of feedback loops also has implications for any surveys that are conducted. For example, students will not participate in a survey if their experience demonstrates that no action has resulted from their responses to a previous survey. Therefore, the communication of the outcome of any survey, and an achievable improvement plan with realistic timeframes, are crucial to the success of any quality assurance system at any level.

9.4.5 The self-evaluation report

The self-evaluation report is a reflective account of the service-learning component. Where service-learning is a component of a programme, it must be evaluated in the context of the programme. The report could include the following areas (refer to figure 9.2):

- Programme design, development and delivery;
- Teaching, learning and assessment;
- Resourcing of service-learning;
- Service provider's role;
- Community benefits;
- HEI support for service-learning;
- Implementation and efficacy of policies and procedures;
- Impact tracking;
- Data sources and analysis of data;
- Student performance; and
- Performance indicators.

A template is provided as Appendix **R** and may be used as a guide to develop an appropriate template for the report. The evaluative questions in the *Good Practice Guide* (HEQC/ JET, 2006) will assist you with writing an analytical report.

9.4.6 The evaluation panel

For the evaluation of service-learning, a representative evaluation panel is usually appointed. The panel should include a community representative, a representative from the service provider(s), a student representative, a representative from a cognate department and representative(s) from another HEI. It is advisable that the panel chairperson is from another HEI and has had experience with service-learning.

In order to conduct its work, the panel should have at its disposal the mutually agreed criteria

that will be used to make judgements. The *Good Practice Guide* (HEQC/ JET, 2006) may be used to facilitate the development of criteria in your department. The department that has quality assurance responsibilities in your HEI will assist you with this as well as provide you with the guidelines for the appointment of evaluation panels, including the chairperson.

It is wise to take a systematic approach to evaluation and to arrange the evidence for ease of reference in relation to the self-evaluation report.

9.4.7 Responding to the recommendations

The evaluation panel chairperson's report will contain recommendations as well as comments on good practice. *Celebrate the good practice!* Recommendations must be translated into a plan for improvement. Clear timeframes must be identified and where the responsibility for the required action does not lie with your department, refer it to your Head of Department and/or Dean for action, with a request for a written response. This is your evidence (audit trail) for follow-up activities regarding the improvement plan (refer to Appendix **S** for a template for the improvement plan). An improvement plan is not just a list of activities; it is a detailed plan of action to bring about the desired change.

Good practice indicates that the report and improvement plan should be tabled at the meetings of the relevant committees with quality assurance responsibility; for example, Faculty Board, quality assurance committee, Senate etc. In this way, the evaluation and its outcomes may be tracked, especially with regard to actions taken at an institutional level.

SELF-STUDY ACTIVITY

You are a lecturer in an academic department and plan to implement service-learning in your programme.

- With regard to developing a framework for managing quality, refer to the model for mutual reinforcement (figures 9.2 and 9.3) and apply the model to your own academic programme, with specific reference to service-learning. In attempting to apply the model for mutual reinforcement to your own programme, what gaps or challenges become apparent in your institution? Identify the structures and positions within your institution that have a role to play in 'closing the loop'; that is, in ensuring that quality improvements are resourced and are implemented. What are your reasons for identifying these structures and positions? How do they fit into the model and how will they assist in effecting improvements?
- Design two feedback instruments/ mechanisms that you will use for service-learning and give reasons for the design of the instruments.
- What other evidence will you use to triangulate the data from the two instruments that you have designed?
- Develop and document a system for evaluating your programme including service-learning. What are the resource implications of your system?

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LIST OF USEFUL SERVICE-LEARNING RESOURCES AND WEBSITES

BOOKS

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Anon. (2004). *Essential Resources for Campus-Based Service, Service-Learning, and Civic Engagement.* Providence, RI: Campus Compact.	Publisher or inter-library loan. www.compact.org
Anon. (2000). *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty.* Providence, RI: Campus Compact.	Publisher or inter-library loan. www.compact.org
Anon. (2002). *New Directions in Civic Engagement: University Avenue Meets Main Street.* Washington: Pew Partnerships.	CHESP www.chesp.org.za
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Change: The Magazine of Higher Learning. Washington, HELDREF. Bi-monthly.	Publisher or inter-library loan. www.heldref.org
Education, Citizenship and Social Justice. Sage.	Publisher or inter-library loan. www.sagepublications.com
Journal of Higher Education Outreach and Engagement. Athens, University of Georgia. Quarterly.	Publisher or inter-library loan. www.uga.edu/jheoe
Michigan Journal of Community Service Learning. Quarterly.	Publisher or inter-library loan. www.umich.edu/~mjcsl
Recent Dissertations on Service and Service-Learning Topics (series). St Paul, NSLC. Irregular.	Publisher or inter-library loan.
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Hollander, Elizabeth and Saltmarsh, John and Zlotkowski, Edward (2002). Indicators of Engagement. In Simon, Lou A. and Kenny, Maureen and Brabeck, Karen and Lerner, Richard M. (eds.). *Learning to Serve: Promoting Civil Society through Service-Learning*. Norwell. MA: Kluwer Academic Publishers. 31-49.	Publisher or inter-library loan.

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Welch, Marshall (1999). The ABC's of Reflection: A Template for Students and Instructors to Implement Written Reflection in Service-Learning. In *NSEE Quarterly* 25, 2, 22-25.	Publisher or inter-library loan.
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Weinberg, Adam (2004). *Civic Engagement: A Campus-Wide Commitment.* Keynote presentation at the American Association of State Colleges and Universities, Albuquerque, NM. www.aascu.org/programs/adp/resources/default.htm, accessed 15 May 2006.	Publisher or inter-library loan.

WEBSITES

Campus Compact
http://www.compact.org

CHESP
http://www.chesp.org.za

Chronicle of Higher Education
http://www.chronicle.com/

Community-Campus Partnerships for Health
http://depts.washington.edu/ccph/

Compendium of Assessment and Research Tools (CART)
http://cart.rmcdenver.com/

Corporation for National and Community Service
http://www.nationalservice.org/

ERIC Clearing House on Higher Education
http://www.eriche.org/

International Partnership for Service-learning
http://www.ipsl.org/

Learn and Serve America
http://www.learnandserve.org/

National Service-Learning Clearinghouse
http://www.servicelearning.org/

National Society for Experiential Education
http://www.nsee.org

New England Resource Center for Higher Education (NERCHE)
http://www.nerche.org

Pew Partnership for Civic Change
http://www.pew-partnership.org/

Project STAR Evaluation Assistance
http://www.projectstar.org/star/AmeriCorps/ac_index.htm

Template for the Integration of Service-Learning in the Curriculum of a Module (CHESP, 2006)

SECTION A: ORGANISATIONAL COMPONENT					
1.	Title of the module/ course:				
2.	Details of principal academic person responsible for the module:				
	Name:			Title:	
	Position:				
	Academic department:				
	Faculty/ School:				
	Higher education institution:				
	Tel. Work:		Fax:		
	Cell:		Email:		
	Postal address:				
			Code:		
3.	Details of principal service sector/ provider person responsible for the module (main contact person):				
	Name:			Title:	
	Position:				
	Organisation:				
	Tel. Work:		Fax:		
	Cell:		Email:		
	Postal address:				
			Code:		
4.	Details of principal community person (contact person in the community) responsible for the module:				
	Name:			Title:	
	Position:				
	Organisation:				
	Tel. Work:		Fax:		
	Cell:		Email:		
	Postal address:				
			Code:		
5.	If the relevant Faculty Board has approved the module, please provide the institutional code for the module.				
6.	NQF level of the programme in which the service-learning module is included:				
7.	Credit value of the module:				
8.	Discipline:				
9.	Faculty/ Department/ School offering the module:				
10.	Programme(s) in which the module is offered:				

11.	Date approved by the Faculty Board:
12.	Date/ year of 1st offering:
13.	Date of evaluation and review:
14.	Indicate the Critical Outcomes of the module/ programme (this could include the main outcomes and/or main educational goals):
15.	What community development priority will the module attempt to address?
16.	How was the community development priority identified?
17.	Types of delivery and estimated notional study hours per type:

Student activity	Number of notional study hours (for the whole module)	Percentage of total notional hours (for the whole module)
Lectures:		
Practicals:		
Tutorials/ study guides/manuals		
Service provider/ agency placements:		
Community placements:		
Structured reflection time:		
Tests/ examinations:		
Other (specify):		
Sub-total: No. of contact hours		
Resource-based learning:		
Self-directed study:		
Study on assignments:		
Examination preparation:		
Other (specify):		
Sub-total: No. of notional self-study hours:		
Total: No. of notional hours required to complete the module:		

SECTION B: ACADEMIC COMPONENT: INTEGRATION OF SERVICE-LEARNING IN THE CURRICULUM

Phase 1: *Module Development and Design (Plan)*

1.	List of module descriptors/ study units/ themes (content topics or syllabus as previously known):
2.	Describe with whom and how you designed a collaborative partnership with service providers.
3.	Indicate and describe the service-learning model or adapted model used.
4.	Formulate all the Specific Learning Outcomes for the module.

Phase 2: *Module Implementation (Act)*

1.	Indicate what and how you had to revise or adapt the module.

2.	Indicate who the appropriate partners are that fit the specific learning outcomes for student learning but also meet the outcomes, resources and needs of the partners.
2.1	Indicate the meaningful collaborative service activities for the students.
3.	Plan logistics, budget, and create useful forms and documents. Indicate what and how the following will be/ were implemented:
3.1	Plan transportation arrangements for service-learning activities.
3.2	Budget.
3.3	Coordinate scheduling of contact sessions and placements.
3.4	Monitor attendance and involvement of students.
3.5	Plan documentation and record keeping (i.e. what will you use?).
4.	Consider the possible risks and liability issues immanent in the module.
5.	Plan and organise student orientation and training.
5.1	Introduce the concept of service-learning (to students, i.e. how will you do this?).

5.2.	Orientate students to general logistical considerations.
5.3	Introduce broader issues relating to the module.
5.4	Orientate students to their expectations and responsibilities.
6.	Indicate how sustainable community – service partnerships will be/ were maintained.

Phase 3: *Reflection and Assessment (Reflect)*

1.	Indicate how students will engage in structured reflection (indicate the model and activities).
2.	Formative and summative assessment of student learning: Assess student learning activities and assignments.
2.1	Statement of student assessment criteria:
2.2	Indicate the methods of student assessment to be used in the module (indicate the weighting for each method – formative and summative assessment). Include the rubric, if used.

Phase 4: *Module Evaluation (Evaluate)*
Monitoring and evaluating the impact

1.	Demonstrate and celebrate the completion of the module. Indicate what and how the following will be/ have been implemented:
1.1	Express appreciation and recognition of all stakeholders.
1.2	Exchange valuable information.
2.	Evaluate and review for improvement. State – in your own words – what would constitute success for this module in terms of…
2.1	The community:
2.2	Higher education (e.g. students, academic staff, institution):
2.3	Service agency (service provider):
2.4	Partnerships:
2.5	Indicate HOW impact on students, academic staff, department, profession, community and service agencies will be assessed.
3.	Expand or terminate the partnership.
3.1	Indicate HOW and WHAT in terms of determining the future of the partnership.

Research
What are the anticipated research outcomes of the module?

SECTION C: MANAGING QUALITY COMPONENT: MANAGING AND ENHANCING THE QUALITY OF THE SERVICE-LEARNING MODULE

The following are module/ course level guidelines from *A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning* (HEQC/ JET, 2006) and should be applied as a checklist for the evaluation of the module with service-learning. Chapter 9 and Appendices K-S should also be implemented.

Indicator	Exemplary	Accomplished	Developing	Beginning
Indicator 1: Partnerships are designed to be collaborative.				
1.1 Care is taken to identify and select appropriate partners that fit the outcomes for student learning, while also meeting the outcomes, resources and needs of the partners.				
1.2 Partners are recognised and validated, through clarification of roles, expectations and benefits.				
Indicator 2: Service-learning is integrated in the curriculum.				
2.1 The service-learning module conforms to institutional curriculum requirements and legislation.				
2.2 Service-learning is conceptualised as pedagogy.				
2.3 A curriculum model was adopted for designing the service-learning module.				
Indicator 3: Planning takes place for implementation of the designed module.				
3.1 Transportation arrangements for service-learning activities are planned.				
3.2 Scheduling of contact sessions and placements is coordinated.				
3.3 Students' attendance and involvement are monitored.				
3.4 Possible risks and liability issues immanent in the module are considered.				
3.5 Documentation and record-keeping are planned.				
3.6 Available resources (physical space, human resources and operating costs) are identified and planned.				
Indicator 4: Student orientation and training are conducted.				
4.1 Students are introduced to the concept of service-learning.				
4.2 Students are orientated to general logistical considerations and risks.				
4.3 Students are introduced to the broader issues relating to the service-learning module.				

4.4 Students are orientated to their responsibilities and what is expected of them.				
Indicator 5: Sustainable service-learning partnerships are maintained.				
5.1 Communication mechanisms in the partnership are maintained.				
5.2 Representatives of partners acquire skills and are provided with support to fulfil their commitment to the partnership outcomes.				
Indicator 6: Formative assessment of student learning is conducted.				
6.1 Students are engaged in reflection.				
6.2 Student learning is assessed formatively.				
Indicator 7: The process is managed.				
7.1 All plans related to the module (see *Indicator 3*, above, on planning) are coordinated.				
Indicator 8: The impact is monitored and evaluated.				
8.1 The impact on students, academic staff, department, profession, community, and service provider is assessed.				
8.2 Partners' outcomes are assessed.				
Indicator 9: Summative assessment of student learning is conducted.				
9.1 Student learning is assessed summatively.				
9.2 Quality assurance is assessed.				
Indicator 10: The completion of the service-learning module is demonstrated and celebrated.				
10.1 Appreciation is expressed for all stakeholders, and recognition is given.				
10.2 Valuable information is exchanged.				
10.3 Service-learning achievements are demonstrated and celebrated.				
Indicator 11: Evaluation and review for improvement take place.				
11.1 Formative module evaluation takes place.				
11.2 Summative module evaluation takes place.				
11.3 The service-learning module is revised where necessary.				
Indicator 12: The partnership is expanded or terminated.				
12.1 The future of the partnership is determined.				

Example of Service-Learning Agreement
(Adapted from the California State University, 2005, www.CalState.edu)

This Agreement entered into this ____ day of _____, ____ between the Trustees of the _____, referred to as "HIGHER EDUCATION INSTITUTION (HEI)," and _____, referred to as "SERVICE PROVIDER/ COMMUNITY-BASED ORGANISATION/ AGENCY"

I. STATEMENT OF PURPOSE

A. The HEI..... [provide a description of the ways in which your HEI is committed to service-learning].
B. The SERVICE PROVIDER (Name)..... [provide the mission of the organisation/ agency].
C. The SERVICE PROVIDER and HEI recognise the opportunity for meaningful learning experiences for the HEI, SERVICE PROVIDER and service-learning students (STUDENTS). The HEI supports the goals and objectives of the SERVICE PROVIDER programme in which the STUDENT will participate.

II. PRIORITIES

A. Programme (Module/ Course) Activities

Activities will be accomplished in accordance with the Learning Plan, reviewed and agreed upon by the STUDENT, HEI and SERVICE PROVIDER prior to the start of the experience.

The **STUDENT** will:

1. Participate in all relevant training by the SERVICE PROVIDER as stated in (Section III-A-2, Training and Orientation) this document.
2. Model professional and appropriate behaviour when working with clients, and when on SERVICE PROVIDER site.
3. Support SERVICE PROVIDER events that are part of the service-learning experience as required by academic staff member.
4. Meet the goals of the SERVICE PROVIDER programme or project or service and the service-learning module/ course in which the STUDENT is enrolled.
5. [Add any additional duties specific to the scope of work. Please be as specific as possible in this section or attach an amendment and reference it here.]

B. Safe and productive environment. [Reference SERVICE PROVIDER's policy about safe work environment.]

1. **SERVICE PROVIDER** will:
   a. Give STUDENT a complete tour of the site, and ensure that STUDENT is aware of all emergency procedures and is able to act responsibly in the case of an emergency.
   b Ensure that STUDENT is aware of the unique nature of the population of the _____ programme/ project/ service, and is prepared to work with this population.
2. **HEI** will ensure that STUDENT agrees to the following:
   a. Abide by SERVICE PROVIDER rules and regulations while on site and working with SERVICE PROVIDER clients.

b. Ensure that his/her interactions with clients are safe, positive and productive.
c. Support the programme/ project/ service and its objectives by providing support for clients or SERVICE PROVIDER staff as necessary and agreed upon in (Section II-A, Programme/ Module/ Course Activities) this document.
d. [Add any other pertinent information regarding specifics of the site and the nature of the service-learning work experience.]

III. STRUCTURE AND SUPPORT OF SERVICE-LEARNING STUDENT

A. SERVICE PROVIDER

1. Site Supervision – [Name of Site Supervisor responsible for safety and participation of STUDENT while on site]. Site Supervisor will meet with the STUDENT at least [give number of times per week/ month/ semester] to update him/ her on projects and to provide support. All programme/ project staff will support the STUDENT as they interact with him/ her, and provide guidance and advice as necessary and appropriate. A secondary site supervisor [give name of this person] will be responsible for the STUDENT in the absence of primary supervisor.
   a. The SERVICE PROVIDER director or his/her designee will meet [give number of times per week/ month/ semester] with ___(NAME)___, academic staff member at HEI that has assigned the service-learning experience.
   b. The SERVICE PROVIDER director of the service-learning Centre at HEI shall meet as appropriate in order to facilitate the most mutually beneficial experience for all parties involved, or at the request of any of the parties involved.
2. Training and Orientation – [Name of Site Supervisor or designee] will provide specific training needed by the STUDENT prior to his/her working with clients or providing service to the SERVICE PROVIDER, HEI, and academic staff member.
3. Work Space – STUDENT will have an appropriate space at the SERVICE PROVIDER site in which to conduct his/her assigned work. SERVICE PROVIDER will provide access and training for any and all equipment necessary for STUDENT to fulfil his/her required service role.
4. Evaluation – The SERVICE PROVIDER site supervisor will fill out survey(s) regarding the quality of service that the student provided to the site, and as agreed upon in the *study guide and/or learning contract* or document.

B. HEI – HEI will assign STUDENT to the SERVICE PROVIDER from _____(MODULE/ COURSE NAME)_____. STUDENT can provide service to the _____ programme/ project that [describe the programme or project or initiative in which the STUDENT will be participating].

1. Training and Reflection – HEI will provide a training session for the STUDENT regarding his/her responsibilities as described in Section II. The service-learning director and academic staff member [these people can be named specifically or just in title] will provide opportunities for STUDENT to reflect on his/her experience working at the SERVICE PROVIDER's site.
2. Supervision and Accountability – _____ [Name S-L director or his/her designee] _____ is responsible for ensuring that the work of service-learning students is carried out effectively to meet the needs of the SERVICE PROVIDER and will work closely with the STUDENT, SERVICE PROVIDER and ACADEMIC STAFF member to meet the expectations and priorities of the SERVICE PROVIDER'S site.

IV. LENGTH OF AGREEMENT TERM

A. **Initial Term** – The HEI and SERVICE PROVIDER have reached this initial agreement for the term beginning _____ and ending _____ . This term represents [an academic year, calendar year, semester, quarter].

This agreement shall become effective upon execution and shall continue until terminated by either party after giving the other party 30 days advance written notice of the intention to so terminate; provided further, however, that any such termination by SERVICE PROVIDER shall not be effective against any STUDENT who at the date of mailing of said notice by SERVICE PROVIDER was participating in said programme/ project until such STUDENT has completed the programme/ project as mutually agreed upon.

B. **Renewal process** – This agreement can be renewed [decide how often] and is based on STUDENT feedback, SERVICE PROVIDER evaluations and ACADEMIC STAFF desire to continue this relationship or partnership for the purpose of service-learning under the conditions that:

1. The HEI and SERVICE PROVIDER continue to be committed to actively supporting the goals of the other.
2. The STUDENT work is meaningful and helps to provide essential support to the SERVICE PROVIDER.
3. The relationship and/or partnership is consistent with the goals of the SERVICE PROVIDER, HEI, STUDENT and the service-learning module/ course.

[A renewal process is only applicable if the academic staff member intends to continue placing service-learning students at this site for the foreseeable future, or if the service-learning director feels that this site can be used for other service-learning opportunities and that the partnership should be kept up to date with an ongoing Memorandum of Understanding.]

The attached General Provisions [can be added by academic staff or HEI if needed], consisting of one page, is incorporated by reference and made a part of this agreement.
This document reflects my understanding of the relationship.

SERVICE PROVIDER	**HIGHER EDUCATION INSTITUTION**
_____	_____
Authorised Signatory	Authorised Signatory
_____	_____
Print Name	Print Name
_____	_____
Date	Date

Guidelines on How to Prepare Students for Any Off-campus, University-related Activities
(University of the Witwatersrand, 2005)

This document serves as a 'checklist' for anyone organising any kind of activity off campus on behalf of an academic department, club, society or administrative unit on behalf of the University of the Witwatersrand. It supplements the draft risk management policy.

1. RISK ASSESSMENT

Assess risk factors before students go to site, so that they can be adequately prepared. The following categories could be helpful in this assessment:

- Environmental safety – such as occupational hazards in industrial areas, quality and availability of water in rural areas and no road signs in townships.
- Road safety – such as gravel/ muddy roads in rural areas, dangerous areas to stop at, high accident areas, mountain passes, misty areas and heavy traffic areas.
- Prevailing infectious diseases – such as malaria, cholera, typhoid and HIV/AIDS..
- Animal and insect prevalence – mosquitoes, snakes, spiders, scorpions and other scary animals!
- Crime and violence – such as any known 'hot spots' for hijacking/ bag snatching/ sexual violence.

2. TRANSPORT

Wits University has a list of approved transport vendors. Should the hiring of vehicles be necessary, it is imperative that this be done through one of these companies, as they will have NETCARE coverage. A list of these vendors can be obtained from the University Transport Department.

University insurance will only cover trips made from campus to places of duty, and from places of duty back to campus. In other words, it will not cover trips made from private homes to place of duty and *vice versa*.

3. STUDENT PORTFOLIOS

It may be useful to ask students to take responsibility for certain **portfolios** and they would then have to equip themselves with skills, information and kit to fulfil their responsibilities. Portfolios could include first aid, communication, transport, equipment, budget, food, accommodation and recreation.

4. ANY STUDENT EXCURSION IS LIKELY TO NEED THE FOLLOWING

- Telephone numbers – emergency numbers for police, NETCARE, university contact persons (lecturer concerned and other people on emergency duty), next of kin for students in group, students on excursion, contact people on site of excursion.
- Instructions on what to do in the unfortunate event of an accident or injury (please see guidelines provided by Alexander Forbes).
- Maps and addresses of destination and route to get there.
- Cellphone per group and one with international connection if going across borders.
- List of things to take – this can be both preventative (students have been known to take their own ironing boards!) as well as proactive. Useful reminders could include passports, drivers' licences, student cards, visas, torches, matches, drinking water, mosquito repellent, sun block, closed shoes, notepads, raincoat and any other appropriate clothing.
- First-aid kit and someone who knows how to use it.

5. DRIVERS

Each vehicle needs two dedicated, responsible and mature drivers, who sign for the hiring of vehicles. They need to know that they are responsible for the vehicles and at no time should they part with the vehicle's keys. It will be their responsibility to check spare tyre and hazard triangles, and to enquire about road conditions, tolls and speed limits, and should be advised not to drive at night. If they are to cross borders, they need to ensure that they have the required vehicle papers and insurance payment. Maximum number of passengers for a normal driver's licence is ten.

6. FORMS TO BE COMPLETED

* Next of kin and medical history;
* Indemnity, which has to be signed by parents/ guardians where student is under 21; and
* Departmental form indicating approval and responsibility.

Acknowledgement of Risk Form for Students
(http://.tcc.edu/students/specialized/civic/servicelearningforms.htm)

I am aware of the possible risks inherent in the nature of the_____ event at the_____. I have made an informed decision to participate and feel that I possess the skills, abilities, and knowledge that are prerequisite. I am aware that such participation has the potential for accidents or illness while travelling to and from this activity as well as during the activity. I will conduct myself in a responsible manner and in accordance with the University Student Conduct Guidelines.

If you have questions or concerns about the nature of this activity or possible risks involved please call _____. If you need accommodations for a documented disability, have special dietary needs, or wish to share emergency medical information, please notify the service-learning coordinator or responsible university staff member 72 hours before the event.

_____

Participant Signature

Date

Parent Signature
of Minor Participant

Date

_____ _____

Print Name

Print Name

Special Needs: Please tick
Sign Language Interpreter _____ Braille_____ Large Print_____
Dietary (specify)_____
Other including Emergency Medical Treatment
(specify)_____
_____
_____

Emergency Contact Person Emergency Phone Number_____
ACKNOWLEDGMENT OF RISK (general form) must be filled out and submitted to service-learning office prior to event or travel.

Guidelines for Ensuring the Safety of Students during Community-based Education
(University of Pretoria, 2005)

DEPARTMENT: FINANCE

1. POLICY STATEMENT

The University holds the view that the safety of its members of staff and students is of major importance. This applies when they are on the campus as well as when they are involved elsewhere in community-based education (CBE).

The University will take all reasonable steps to ensure the safety of its staff and students. The management structures of the University (represented by the deans and directors as well as the heads of schools, academic departments and support service departments) strive to ensure their safety.

2. RATIONALE FOR COMMUNITY-BASED EDUCATION (CBE)

CBE forms part of the learning experiences of students in a large number of fields of study and training programmes at the University.

The majority of students settle in a community after the completion of their studies. Their training should prepare them to deal with the circumstances that they will encounter in their work environment. The training that the University of Pretoria offers should therefore be appropriate for the contemporary South African society.

Students can only acquire some skills and insight through involvement in the community. The skills and insight that they acquire in the course of CBE/ service rendering is considered to be an important part of their preparation for adult life.

3. RESPONSIBILITY OF THE SCHOOL/ DEPARTMENT

The school/ department concerned has the primary responsibility for ensuring the safety of the students that are involved in CBE. If there are rumours of disturbance or unrest in a particular area, students should not be permitted to enter that area. The school/ department should take all reasonable precautions to ensure that students are not exposed to danger in the course of their involvement in CBE.

It is recommended that schools/ departments in which the students are involved in CBE/ service rendering should appoint a panel of knowledgeable persons each year to consider the necessity of the CBE placements and the adequacy of the precautionary measures. In this context, the term knowledgeable persons refers to persons that have previously been involved in CBE as well as persons in the communities in which the CBE will take place. It is furthermore suggested that the lecturers that are involved in CBE/ service rendering should arrange among themselves an orientation or training course each year on how to deal with emergency situations.

Before students are assigned to a particular place, that place should be investigated thoroughly by the lecturers concerned. An agreement should be entered into with the local authority (for example, the health authority or provincial education department) in terms of which the authority and the community undertake to supervise the work of the staff and students in exchange for the service that the latter render to the community. The decisions taken in this regard should be recorded in writing and be freely available. The lecturers should visit his/her students regularly.

Safety measures should be discussed thoroughly in the course of the orientation of the students. The measures should be made available to each student in written form. Lecturers are required to ensure that the students read the written measures under supervision and are given an opportunity to ask questions before CBE commences. The guardians of prospective students should be provided with written information on the risks related to the various fields of study.

At least one cellphone that is ready for use should be provided to students that travel together in a group. The school/ department should make arrangements with the police regarding the speedy rendering of assistance in the event of an incident. The telephone numbers of the local police station, organisation that does vehicle tracking for the University (Netstar) and a contact person at the University should be entered into the cellphone. Students should be trained in the use of the cellphone and be informed on the operation of the Netstar tracking system.

4. RESPONSIBILITY OF THE STUDENT

The University cannot assume total responsibility for the safety of its students. Each student is co-responsible for the maintenance of precautions that can ensure his/her safety. The cooperation of the student is indispensable for ensuring maximum safety. During the course of CBE students should have in their possession a pamphlet that contains essential information.

The following guidelines are applicable to students' responsibility regarding the ensuring of their safety during their participation in CBE:

- Should students become aware of any local unrest, they should not enter the area. In such an event they should liaise with the lecturer concerned. The area may then only be entered with the consent of the lecturer.
- Students should only go to their place of work or activity in the community during the day.
- Students should never travel alone in cars in the community.
- Students should preferably not accept food or drinks from families in the community.
- Students should never work alone in the community facilities. The groups in which they work should be as large as possible.
- When students work in the community, they should ideally be accompanied by at least one person that lives or works there.

- Students should not wear or carry conspicuous jewellery and other expensive items. Cellphones must be concealed.
- Students should ensure that their lecturers always know exactly where they are. Deviations from the programme should be communicated to the lecturers.
- Should students become aware that they have been exposed to an infectious disease, they should inform their lecturers thereof immediately. In the event of a needle prick or similar injury (that concerns students in the health sciences) the applicable regulations of the faculty concerned should be strictly adhered to. See annexure A in this regard.

5. RESPONSIBILITY OF THE DRIVER OF THE VEHICLE THAT CONVEYS STUDENTS

The driver of a vehicle that is used for CBE should check the vehicle thoroughly before the commencement of the trip to determine whether there is sufficient fuel for the planned trip, the brakes are in good working order, the tyres are in a sound condition and the equipment for fitting the spare wheel is in the vehicle.

Traffic rules should be obeyed at all times. The maximum permissible speed on gravel roads is 60 kilometres per hour. The maximum permissible speed of mini buses is 100 kilometres per hour.

A person that is under the influence of alcohol or drugs may not drive the vehicle.

As far as possible the driver should ensure that s/he knows where the destination is before commencing the trip. This implies that s/he should have previously undertaken the trip, use a reliable road map or be accompanied by a local person that knows the road.

The precautions against vehicle crime should be strictly adhered to.

Refer to the guidelines contained in annexure B in this regard.
www.up.ac.za

Annexure B: Hints for drivers/ passengers
(University of Pretoria, 2005)

DEPARTMENT: FINANCE

Hi-jacking of motor vehicles is the order of the day, and these incidents are becoming progressively more violent in nature. Drivers and passengers must be aware of the risks involved in travelling by road. The known modus operandi of the perpetrators are as follows:

- The assailant lies alongside the road and poses as a motor accident victim. He attacks you when you stop to render assistance.
- The assailant drives into your vehicle from behind. He attacks when you leave your vehicle to inspect the damage.
- The perpetrators pose as police or traffic officers in uniform and flag your vehicle down. They attack once your vehicle is stationary.
- Drivers and passengers are attacked when they stop for a rest or refreshments.
- Your vehicle becomes boxed in between two vehicles. The vehicle in front stops while the vehicle behind also stops close, leaving you with no room for escape.

Drivers of vehicles and their passengers must constantly be aware of the possibility of vehicle hijacking and should endeavour to comply with the following rules:

- Keep vehicle doors locked at all times.
- Keep windows closed except for a slight opening to talk through and to increase the flexibility of the window.
- Do not give lifts to strangers or, in this instance, even friends.
- Stop only at safe and well frequented parking areas.
- Park in well illuminated parking areas.
- Lock and immobilise your vehicle during all stops.
- Use discretion at an accident scene and if flagged down by police/ traffic officers.
- Request identification from police and traffic officers at unusual roadblocks, without opening doors and windows.
- Avoid high-risk crime and trouble areas, and study and be familiar with alternative escape routes.

If a driver and his/her passengers are exposed to hijacking, the following guidelines should be followed:

- Under no circumstances should drivers and/or passengers risk their lives by aggressive behaviour during the attack.
- Comply with the instructions of the hijackers, be polite, and do not resist.
- Make a mental note of the number of hijackers and a description of each.
- Make a mental note of the make and colour of their escape vehicle.
- Make a mental note of the registration number of their escape vehicle.
- Make a mental note of the direction in which they flee.
- Telephone the police and the contact person at the University immediately after the incident and request assistance.

www.up.ac.za

Example of Grant Application
(University of the Free State, 2005)

CHIEF DIRECTORATE: COMMUNITY SERVICE

GRANT APPLICATION FOR THE DEVELOPMENT OF A UFS COMMUNITY SERVICE-LEARNING MODULE

Note: All lecturers who wish to develop and implement a new Community Service-Learning (CSL) module must complete and submit this application form to the **Community Service Committee of their faculty**. Please provide the information requested below in terms of your current thinking about the module. It is accepted that some of the information may change as a result of the planning process.

APPLICANT DETAILS:

Title and name:
Position
Contact details:
Faculty/ School/ Discipline:
Name of the programme/ learning programme within which the module will be offered:

COURSE/ MODULE DETAILS:

1. **What is the proposed title of the module?**
2. **Which academic discipline/s are likely to offer the module?**
3. **What is the current status of the module?**

If it is an existing module
When was the module first implemented?
What is the university code for the module?
If it is a new module
When is the relevant Faculty Board likely to approve the module?
Pilot community Service-Learning module
Please indicate when the module will be implemented for the first time

4. **What level (1st yr, 2nd yr, 3rd yr, etc.) of students are likely to participate in the module?**
5. **How many students are likely to participate in the module?**
6. **How many credits will students receive on successful completion of the module?**
7. **Estimated number of (active) hours that students will spend in the community (..... hours) and intended frequency of visits (.....).**
8. **What is the anticipated community issue(s) to be addressed by the module?**
9. **What are the anticipated outcomes of the module for:**

- Community:
- Students:
- Service Providers:

10. In which community/ies do you anticipate the module to be offered?

11. Please provide a brief description of the envisaged community Service-Learning component of the module.

12. Community Partner/s (if they have been identified):

Community		
Contact Person		
Telephone		
Fax		
Email		

13. Service Partners (if they have been identified):

Service Agency		
Contact Person		
Telephone		
Fax		
Email		

14. Cost implications of the community Service-Learning module:

Item	**Description**	**Costing**
Additional staff required		
Transport costs		
Accommodation		
Other (please specify)		
Total		

15. Estimated income of the module

Item	Estimated income
Subsidy grant per FTE	
University fee charged per student	
Other (please specify)	
UFS grant applied for	
Additional financial assistance required	
Total	

LECTURER/ MODULE CONVENOR:

Name: Signature: Date:

PROGRAMME DIRECTOR/ HEAD OF SCHOOL/ DEAN OF FACULTY: (PLEASE INDICATE WHICH)

Name: Signature: Date:

CHAIRPERSON: FACULTY COMMUNITY SERVICE COMMITTEE OR TASK TEAM

Name: Signature: Date:

OFFICE OF THE CHIEF DIRECTOR: COMMUNITY SERVICE

Recommended by: . . . . . Date: . . . . . .

Example of Time Record Form

Date	Time	Activity	Signature of student	Signature of supervisor

Example of Ethical Code of Conduct
(SA Council for Social Services Professions, 2005)

CODE OF ETHICS

GENERAL

The general starting point in this code of ethics (behavior code) is based on the ethics that:

- every person has unique value and potential, irrespective of his/her background, ethnicity, gender, creed, age or socio-economic and legal position;
- every person has the right to realise his/her inherited and acquired capabilities;
- the social worker has a responsibility to apply his/her professional knowledge to the benefit of each individual, group, community, and of humanity;
- the social worker has a primary obligation to render a professional service;
- the social worker acknowledges and takes his/her personal and professional limitations into account.

BEHAVIOR THAT AFFECTS THE PROFESSION

Behavior that affects the profession of social work includes among others that a social worker:

- scientifically evaluates and supports the profession in order to develop and enhance the esteem and integrity of the profession;
- questions unacceptable social work practices and maintains acceptable ones;
- protects the profession against unfounded criticism which can bring it into discredit;
- remains active in formulating, developing, assessing and implementing the professional policy;
- bases social work practices on scientific knowledge, remains au fait with relevant developments and takes part in research.

BEHAVIOR THAT AFFECTS A CLIENT

Behavior that affects a client includes among others that a social worker:

- acknowledges the uniqueness of each client;
- maintains a professional relationship with the client;
- acknowledges the client's right to self-determination;
- takes into account the client's rights, preferences and aims in structuring service, even in the absence of the client;
- endeavors towards enabling the client to use his abilities to the maximum;
- respects the client's right to decide whether to cooperate with the social worker or not, even in the case of a statutory order;
- maintains the client's right to confidentiality;
- does not refuse service to a client, irrespective of whether the client can pay the fees for such services or not;
- knows the client's decision to terminate service and prepares him/her for this.

BEHAVIOR THAT AFFECTS A COLLEAGUE OR OTHER PROFESSIONAL PERSON

Behavior that affects a colleague or other professional person includes among others that a social worker:

- respects the training and service of colleagues and other professional persons;
- respects the trust between colleagues;
- elucidates the criticism of and differences between colleagues in terms of the employer(s)'s existing structure of authority;
- protects and defends colleagues against unfair criticism;
- promotes opportunities for the exchange of knowledge and experience between colleagues and other professional persons.

BEHAVIOR THAT AFFECTS THE EMPLOYER

Behavior that affects an employer includes among others that a social worker acknowledges and respects his employer's authority in as far as it is reconcilable with this line of behaviour.

BEHAVIOR THAT AFFECTS A SOCIAL WORK INSTANCE

Behavior that affects a social work instance includes among others that a social worker cooperates with social work instances whose policy, procedures and activities are aimed at rendering adequate service and encouraging professional practices that are reconcilable with this line of behavior.

BEHAVIOR THAT AFFECTS THE COMMUNITY

Behavior that affects the community includes among others that a social worker:

* develops and promotes service to the community under all circumstances by making use of and developing resources in the community;
* shows responsibility by being aware of social work policy, by initiating it, by developing and changing it in accordance with professional practices.

Example of Pre- and Post-implementation Focus Groups for Students
(CHESP, 2005)

CHESP STUDENT FOCUS GROUP PROTOCOL (PRETEST) *

(Please record the number of students present and which course they will be attending.)

INTRODUCTION

(This can be used as a guide to introduce the focus group discussion.)
The goal of this focus group is to have an open and interactive discussion. I want to learn more about how you feel about the service-learning course you are about to begin. As facilitator, I will be asking questions to guide the discussion, but will not be participating or offering my own comments or reactions.

The purpose of the focus group is to hear everyone's ideas and impressions. You do not need to repeat what others have said, but rather offer your own unique view or elaborate on what others have said. If you hear comments or ideas with which you disagree, do not hesitate to describe your perspective or contradictory view. The idea is to hear everyone's thoughts, not to reach agreement. There are no right or wrong answers.

OPTIONAL – IF FOCUS GROUP IS TO BE TAPED

This discussion will be tape-recorded. To ensure high quality transcription, it will be helpful if you speak one person at a time, and try to speak clearly and with more voume than usual so your comments are captured on tape.

- What do you understand by the term 'service-learning'?
- What kinds of activities do you think you will be involved in during the course?
- What kind of preparation do you think you will need in order to work with the community successfully?
- What do you expect to learn from the community?
- What do you expect to learn from the service provider (if applicable)?
- Do you think the assessment processes will be different from other courses? Justify your response.
- Do you have any fears or anxieties about participating in this course? Describe these.
- Do you foresee any difficulties? If so, what kind of difficulties?
- What do you expect the main benefits of this course to be? Probe: to you/ to the community/ to the service provider?

Thank participants.

* Adapted from Gelmon *et al* (2001). *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Providence, RI: Campus Compact.

CHESP STUDENT FOCUS GROUP PROTOCOL (POSTEST)

(Please record the number of students present and which course they have been attending)

INTRODUCTION

(This can be used as a guide to introduce the focus group discussion.)
The goal of this focus group is to have an open and interactive discussion. I want to learn more about how you feel about the service-learning course you have just completed. I will be asking questions to guide the discussion, but will not be participating or offering my own comments.

The purpose of the focus group is to hear everyone's ideas and impressions. You do not need to repeat what others have said, but rather offer your own unique view or elaborate on what others have said. If you hear comments or ideas with which you disagree, do not hesitate to describe your perspective or contradictory view. The idea is to hear everyone's thoughts, not to reach agreement. There are no right or wrong answers.

OPTIONAL – IF FOCUS GROUP IS TO BE TAPED

This discussion will be tape-recorded. To ensure high quality transcription, it will be helpful if you speak one person at a time, and try to speak clearly and with more volume than usual so your comments are captured on tape.

- What do you understand by the term 'service-learning'?
- What kinds of activities were you involved in during the course?
- Do you think you were adequately prepared in order to work with the community successfully? Explain why you say this.
- What did you learn from the community?
- What did you learn from the service provider (if applicable)?
- Were the assessment processes different from other courses? Give reasons for your answer.
- Did you experience any fear or anxiety during this course? Give reasons for your answer.
- Did you experience any difficulties? If so, what kind of difficulties?
- What do you think the main benefits of this course are/ were? Probe: to you/ to the community/ to the service provider?

Thank participants.

Example of Pre- and Post-implementation Questionnaires for Students
(CHESP, 2005)

*CHESP STUDENT QUESTIONNAIRE (PRETEST)**

Dear Student

You are being asked to complete this questionnaire because you are enrolled in a course that has a service-learning component. We are very interested to find out what your expectations are of this course.

HIGHER EDUCATION INSTITUTION (HEI): .....

TITLE OF COURSE: .....

STUDENT NUMBER: .....

DEMOGRAPHICS

First, we would like to know some information about you.
(Please circle the correct response).

Gender

Female	1
Male	2

Race

Asian	1
Black	2
Coloured	3
White	4

What is your age? ..... (years)

Which year of study are you currently in?

First year	1
Second year	2
Third year	3
Fourth year/ Honours	4
Master's	5

* Sources: Gelmon, S. *et al* (2001). *Assessing Service-Learning and Civic Engagement: Principles and Techniques.* Providence, RI: Campus Compact; Reeb, R.N. *et al* (1998). The Community Service Self-efficacy Scale: Evidence of Reliability, Construct Validity and Pragmatic Utility. In *Michigan Journal of Community Service-Learning.*

Name of service agency or service provider you will work with during the course (where appropriate): . . . . . .

YOUR UNDERSTANDING OF SERVICE-LEARNING

Please provide your understanding of service-learning by completing the sentence below

I understand 'service-learning' to be

. . . . . .

. . . . . .

YOUR EXPECTATIONS OF THE COURSE

We would like to be informed about your expectations of the course in which you are enrolled. *Please indicate your level of agreement with each of the statements below.*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
I think that I will learn from the community in which I work	1	2	3	4	5	6
I think that the community will benefit from the work I do	1	2	3	4	5	6
I think that the service provider will benefit from the work I do	1	2	3	4	5	6
I think that this service-learning course will take more of my time than other courses	1	2	3	4	5	6
I think that the service-learning course will cost me more money than other courses	1	2	3	4	5	6
I think that the service-learning course will require much more work than other courses	1	2	3	4	5	6

Were you involved/ consulted in the planning of the course in any way?

Yes	1	No	2

If yes, specify in what way . . . . . .

. . . . . .

. . . . . .

Do you have a clear idea of the learning outcomes for the course?

Yes	1	No	2

If yes, specify in what way . . . . . .

. . . . . .

Do you think the service provider and community members involved in this course will benefit from the course as was intended?

Yes	1	No	2

If **yes**, describe why this is so. If **no**, why not? . . . . . .

. . . . . .

Have you been given clear rules and guidelines for working in the community?

Yes	1	No	2

If yes, specify . . . . . .

. . . . . .

What kind of preparation do you think you will need for working with the community?

Specify . . . . . .

. . . . . .

Do you think the assessment of this service-learning course will have to be different from that of other courses?

Yes	1	No	2

If yes, specify how . . . . . .

. . . . . .

Finally, please add any other comments (feelings, concerns, opinions; difficulties you foresee) you have about the course you are about to attend.

. . . . . .

. . . . . .

Thank you for your insights regarding service-learning!

*CHESP STUDENT QUESTIONNAIRE (POSTTEST)**

Dear Student

You are being asked to complete this questionnaire because you are enrolled in a course that has a service-learning component. We are very interested to find out about your experiences of this course.

HIGHER EDUCATION INSTITUTION (HEI): .....

TITLE OF COURSE: .....

STUDENT NUMBER: .....

DEMOGRAPHICS

First, we would like to know some information about you.
(Please circle the correct response).

Gender

Female	1
Male	2

Race

Asian	1
Black	2
Coloured	3
White	4

What is your age? ..... (years)

Which year of study are you currently in?

First year	1
Second year	2
Third year	3
Fourth year/ Honours	4
Master's	5

* Sources: Gelmon, S. *et al* (2001). *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Providence, RI: Campus Compact; Reeb, R.N. *et al* (1998). The Community Service Self-efficacy Scale: Evidence of Reliability, Construct Validity and Pragmatic Utility. In *Michigan Journal of Community Service-Learning*.

Name of service agency or service provider you worked with this during the course (where appropriate):

YOUR UNDERSTANDING OF SERVICE-LEARNING

Please provide your understanding of service-learning by completing the sentence below
I understand 'service-learning' to be

. . . . . .

. . . . . .

. . . . . .

YOUR EXPERIENCES OF THE COURSE

We would like to hear about your experiences of the course in which you are enrolled. *Please indicate your level of agreement with each of the statements below.*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
I learnt from the community in which I worked	1	2	3	4	5	6
The community benefited from the work I did	1	2	3	4	5	6
The service provider benefited from the work I did	1	2	3	4	5	6
This service-learning course took more of my time than other courses	1	2	3	4	5	6
This service-learning course cost me more money than other courses	1	2	3	4	5	6
This service-learning course required much more work than other courses	1	2	3	4	5	6

Do you think the course was well-planned?

Yes	1	No	2

Explain your answer . . . . . .

. . . . . .

. . . . . .

What new knowledge, skills and/or attitudes did you gain through participating in the course?

Specify what these are . . . . . .

. . . . . .

Do you think the service provider involved in this course benefited from the course as was intended at the beginning of the course?

Yes	1
No	2
Don't know	3
No service provider	4

If **yes**, describe how the service provider benefited. If **no**, why not?

. . . . . .

. . . . . .

. . . . . .

Do you think the community members involved in this course benefited from the course as was intended?

Yes	1
No	2
Don't know	3
No community	4

If **yes**, describe how the community members benefited. If **no**, why not?

. . . . . .

. . . . . .

. . . . . .

Were you given clear rules and guidelines for working in the community?

Yes	**1**	**No**	**2**

If yes, specify what these rules are (at least the three most important rules).

. . . . . .

. . . . . .

What kind of preparation did you receive for working with the community?

Specify:

. . . . . .

. . . . . .

. . . . . .

Do you think the assessment of this service-learning course was different from that of other courses?

Yes	1	No	2

If **yes**, specify how . . . . . .

. . . . . .

. . . . . .

Finally, please add any other comments (feelings, concerns, opinions; difficulties) you have about the course you have just completed.

. . . . . .

. . . . . .

Thank you for your insights regarding service-learning!

Review of Planned Activity and Key Characteristics of Service-Learning

Programme/ course _____ Code _____

Programme coordinator _____ Duration of S-L (weeks)_____

Actual dates when students will be in the community _____

Year/ level of students _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

NB: Module template that includes learning outcomes and assessment criteria must be attached.

Key Characteristics of S-L	Alignment of planned activity		Reviewers' comments/ Improvements to be made
	Yes	No	
1. The community and the students are beneficiaries of the activity.			
2. The emphasis of the activity is on service and learning.			
3. Community needs have been established and evidence is available.			
4. The activity is appropriate for the community's needs.			
5. The learning outcomes are clearly documented and are achievable.			
6. Structured reflection is an integral aspect of learning and assessment.			
7. The implementation of the course is feasible.			
8. The criteria for placement of students in the community are explicit.			
9. The students are at an appropriate level of study for the S-L module/ course.			

Approved: **Date:** . . . . . .

Feedback from Service-Learning Partners: (a) Community (b) Service Provider

Programme/ course _____ Code _____

Programme coordinator _____ Duration of S-L (weeks)_____

Dates for S-L _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

It may be more productive to arrange a focus group meeting for the partners and to initiate discussion around the following themes:

1. To what extent has reciprocity been a key feature of the partnership?
2. In what way does the HEI ensure equality and equity in the partnership(s)?
3. To what extent have partnerships been formalised through 'contractual' agreements for mutual benefit?
4. To what extent does the service-learning programme involve collaborative conceptualisation of programme objectives with all partners?
5. To what extent were you involved in the teaching, learning and assessment of the students?
6. What indicators of success have been agreed by all partners?
7. To what extent have these indicators been useful? Not useful?
8. What alternative indicators would you suggest?

Focus group conducted by: . . . . . .

Date on which focus group conducted: . . . . . .

Report on focus group meeting submitted to: . . . . . .

Date on which report was received: . . . . . .

Student Evaluation of Service-Learning Experience

Programme/ course _____ Code _____

Programme coordinator _____ Duration of S-L (weeks)_____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

The information required may be synthesised from the students' reflective journals. It will be useful for you to cluster the information under specific headings, for example:

1. To what extent did the academic department prepare you for S-L?
2. In what ways was your learning enhanced through community interaction?
3. What are your perceptions of the benefits the community derived from the S-L experience?
4. What are your views on the knowledge and skills needed for participation in S-L?
5. How were your knowledge and skills enhanced?
6. How did the department guide you in the structured reflection on the S-L experience?
7. To what extent did you achieve the learning outcomes for this module?
8. To what extent is there a relationship between the learning outcomes, the assessment and the actual S-L experience?

Staff Evaluation of Service-Learning Module/ Course

Programme/ course _____ Code _____

Programme coordinator _____ Duration of S-L (weeks)_____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

1. What are the key points emerging from the students' reflective journals with regard to:
   1.1 Achievement of the learning outcomes?
   1.2 Achievement of the critical cross-field outcomes (as identified by the department when planning the S-L)?
2. To what extent is there alignment of the assessment with the learning outcomes and the assessment criteria?
3. What are the views of the other partners regarding the assessment of S-L?
4. What are the implications of these comments with regard to short-, medium- and long-term planning?
5. What are the good practices that may be celebrated and/or disseminated?

Checklist for Review of Service-Learning Site Selection

Programme/ course _____ Code _____

Programme coordinator _____

Duration of S-L (weeks)_____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

1. To what extent are rules and guidelines for the placement of students in the community implementable?
2. What informed the selection of this site for the S-L experience?
3. To what extent was there alignment between the S-L outcomes and the placement site?
4. Comment on the effectiveness of communication between the S-L partners.*

* Requires the gathering of information from partners e.g. focus group meetings.

Module Review Reports *

Programme/ course _____ Code _____

Programme coordinator _____

Duration of S-L (weeks)_____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

Prepare a reflective account that addresses, *inter alia*, the following:

1. Preparation of students prior to S-L;
2. The appropriateness of the S-L site for the learning outcomes and assessment criteria of the module;
3. The alignment between the mission of the department and the rationale for implementing S-L;
4. Assessment of learning outcomes – appropriateness, participation of partners, alignment with assessment criteria;
5. Indicators of successful achievement of learning outcomes;
6. Adequacy of resource provision for module delivery;
7. Provision of opportunities for capacity building for staff and S-L partners;
8. Availability of guidelines to facilitate the development and/or strengthening of the partnership; and
9. Availability of guidelines for the capacity building of students.

Based on the above, develop an improvement plan for the module.

* The report is a reflective summation of all the data gathered.

Report: Focus Group Meeting (a) Community (b) Service Provider and (c) Students

Programme/ course _____ Code _____

Programme coordinator _____

Duration of S-L (weeks)_____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

This *pro forma* may be used to design an instrument for gathering information on, for example, communication:

1. To what extent did the HEI/ department implement mechanisms to facilitate communication among all parties?
2. To what extent were these mechanisms successful? Not successful?
3. What are the challenges with regard to communication?
4. What are the recommended strategies for improvement?

Self-evaluation Report: Service-Learning

Programme/ course _____ Code _____

Programme coordinator _____

Duration of S-L (weeks)_____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

This is a reflective account of the entire S-L programme for the evaluation at the end of the cycle. Such a report includes, *inter alia*, a reflective account of:

1. Departmental mission and alignment with institutional mission (fitness for purpose);
2. Rationale for S-L in the context of institutional mission and national goals (fitness for and of purpose);
3. Institutional support for S-L with regard to resources, capacity building, policies and procedures;
4. Appropriateness of existing resources and capacity; and
5. Recommendations for improvement (see Appendix S).

Template for Improvement Plan

Programme/ course _____ Code _____

Programme coordinator _____

Duration of S-L (weeks)_____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

Recommendations	Tasks and sub-tasks for implementation of recommendations	Responsibility	Timeframe for completion	Resourses required/ available	Comments

S-L Coordinator _____ Date _____

Head of Department/ School _____ Date _____

South African Legislation Relevant to Risk Management in Service-Learning

CONSTITUTION, 1996:

The Constitution of South Africa guarantees all citizens a range of human rights. These can be identified in Chapter 2: Bill of Rights, which speaks among others things about human dignity, equality and freedom and security of person. This is relevant, as students are able to realise a number of rights. www.polity.org.za/ html/ govdocs/ constitution/ saconst.html?rebookmark=1

BASIC CONDITIONS OF EMPLOYMENT ACT, 75 OF 1997:

"To give effect to the right to fair labour practices referred to in section 23(1) of the Constitution by establishing and making provision for the regulation of basic conditions of employment; and thereby to comply with the obligations of the Republic as a member state of the International Labour Organisation; and to provide for matters connected therewith."
www.workinfo.com/ free/ Sub_for_legres/ Data/ bcea1998.htm

COMPENSATION FOR INJURIES AND DISEASES ACT (COIDA), 130 OF 1993:

"COIDA regulates compensation payable to an employee (or her/ his dependents) as a result of work-related illnesses, injuries or death as the case may be." (Schoeman and Taylor, 2005)

EMPLOYMENT EQUITY ACT, 55 OF 1998:

"The Employment Equity Act 55 of 1998 (EEA) is concerned with ensuring equality at the work place and the elimination of unfair discrimination. In addition thereto, it implements affirmative action in respect of designated employers." (Schoeman and Taylor, 2005)

LABOUR RELATIONS ACT, 66 OF 1995:

"The Labour Relations Act 66 of 1995 is primarily concerned with the promotion of economic development, social justice and the peaceful regulation of labour relations, which regulates both the individual and collective relationship between the employer and the employee." (Schoeman and Taylor, 2005)

OCCUPATIONAL HEALTH AND SAFETY ACT (OHSA), 29 OF 1997:

"The main purpose of OSHA is to provide a framework to prevent accidents at the workplace and to maintain health and safety standards. The Act is applicable to three categories of people: (i) employees at work; (ii) users of plant and machinery; and (iii) persons who are not at the workplace, but whose health and safety is affected by the activities of the employer." (Schoeman and Taylor, 2005)

LONG-TERM INSURANCE ACT, 52 OF 1998:

"To provide for the registration of long-term insurers; for the control of certain activities of long-term insurers and intermediaries; and for matters connected therewith." www.polity.org.za/ html/ govdocs/ legislation/ 1998/ act98-052.html?rebookmark=1

ROAD ACCIDENT FUND ACT, 56 OF 1996:

"To provide establishment of a road accident fund with the objective that the fund shall be the payment of compensation in accordance with this Act for loss or damage wrongfully caused by the driving of motor vehicles." www.santam.co.za/ FAIS/ RPL/ RAF%20Act%201996.pdf