UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA

Generic Component

Service Learning Module Guide
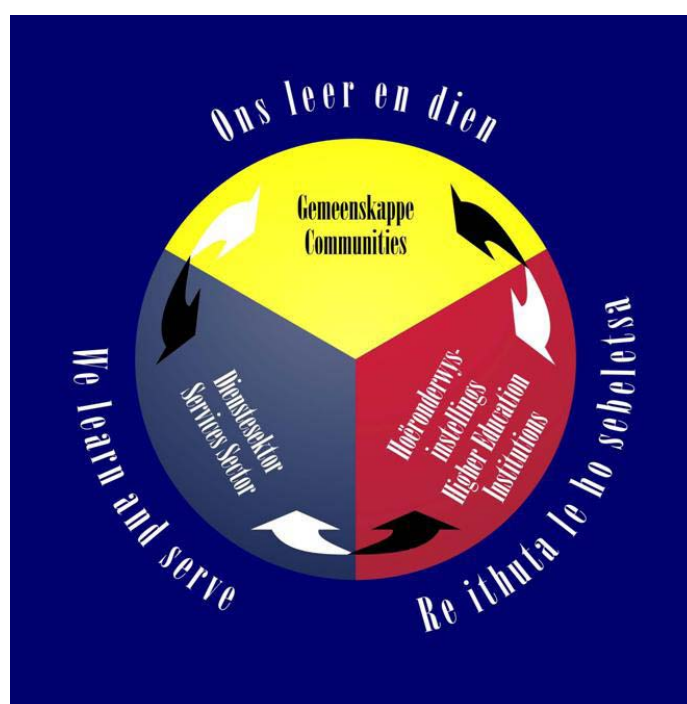
Year

Name of Department

Lecturer Name

Instructions for use of the study guide by service learning lecturers:

This service learning study guide was compiled by Mrs. Elize Janse van Rensburg from the Department of Occupational Therapy at the University of the Free State. The purpose of the study guide is to be a document that can be adapted by service learning lecturers for the purposes of including a well-considered theoretical service learning background to their students as part of their service learning module.

This document may thus be changed to suit the specific goals of the lecturer in his/her module. Specific fields that *must* be changed, as text included serves only as examples, have been boxed in the document and introductory paragraphs printed in *Italics* for easy identification.

Thís box may be deleted, but the box in **Bold** above should be kept as part of the study guide to acknowledge the work of the original author.

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THEME OUTCOMES

Upon completion of this theme, the student should be able to:

- Explain the role and importance of community engagement in South African higher education.
- Discuss the notion of a "scholarship of engagement".
- Distinguish between and explain the relationship between community engagement and service learning.
- Identify and discuss the policies that were instrumental in highlighting the necessity for community engagement in institutions of higher education.
- Identify policy and other directives guiding the specific profession for which the service learning student will be prepared.

THEME OUTLINE

1.1. Orientation

1.2. Higher Education, Transformation and Community Engagement

1.3. Community Engagement and Service Learning

1.4. Policy Directives for Community Engagement and Service Learning

Use this space to provide students with an orientation to the importance of community engagement in the context of their field of study. Here follows an example from the field of Occupational Therapy:

Occupational therapists are primarily concerned with "promoting health and participation in life through engagement in occupation" (AOTA 2008:1). Our clients constitute individuals, groups and communities and while we do stand in a therapist-client relationship, we meet our clients firstly in the capacity of fellow human being; with humanity being our first (and often only) commonality.

It is from this perspective that we then not see ourselves as "the educated professional" but as the fellow human, ready to *serve* in the capacity of a therapist. If this then is the character of the profession, what better way to cultivate this character in future occupational therapists than to facilitate engagement with future clients where they are at – in the community.

In this introduction to community engagement and service learning in occupational therapy, students will be introduced to the role of higher education institutions (HEIs) in South Africa within the context of transformation and community engagement. Policy directives for community engagement and service learning will be highlighted, and students will receive an orientation to community engagement and service learning as an inherent part of preparing for, and being, an occupational therapist.

1.2. HIGHER EDUCATION, TRANSFORMATION AND COMMUNITY ENGAGEMENT

Authors such as Bawa (2003:51) point out the debate regarding the role of Higher Education Institutions (HEIs) in society. HEIs have transformed from pursuing knowledge for its own sake and not for what it may be used (as commented by Cardinal Newman in 1852), through Humboldt's "research university" (McCaffery 2004:23), to the renewed focus on the "common good" within higher education (Bawa 2003:51).

Transformation is therefore not a new concept – in fact, transformation is the process through which HEIs have been able to answer to the need of the time. In the South African context today, transformation "requires that all existing practices, institutions and values are viewed anew and rethought in terms of their fitness for the new era" (*Education White Paper 3: A Programme for the Transformation of Higher Education*, RSA DoE 1997 cited in RSA DoE 2008:9).

HEIs have played a leading role in advancing the position of human kind throughout history – promoting the "common good" through revolutionary advancements in medicine, technology and other sciences (Boyer 1996:143-144). In the spirit of transformation, in renewing our thoughts and practices, we need to ask ourselves what the most pressing issues are in our society today, in order for us to also make a meaningful contribution to the "common good" of twenty-first century humanity.

Poverty, HIV/AIDS, violence, social injustice and environmental destruction are but a few of the challenges that we need to face in present-day South Africa. Yes, research will contribute to addressing these problems. Yes, educating or teaching academic knowledge may also contribute. However, it is obvious that not all of these issues can be solved in the university classroom or laboratory. If we as a HEI wish to contribute to addressing these issues, we will need to engage with communities, in the community, to become partners of change.
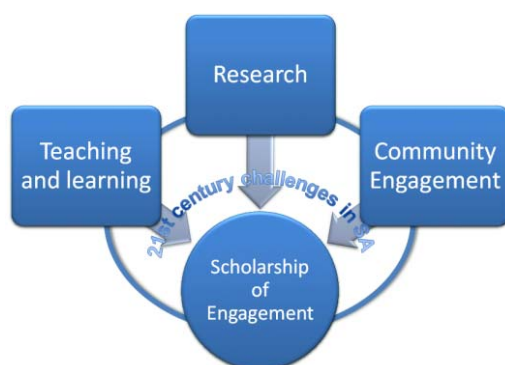
Figure 1.1. Scholarship of Engagement to address 21st century challenges in South Africa

If transformative thinking leads to the realisation that engaging with communities is essential in order for universities to remain relevant in modern society, it should also lead to the realisation of the need for *integrating* teaching and learning, research and community engagement as the three core functions of HEIs (CHE-HEQC 2006:4) (what Boyer (1996:143) refers to as a "scholarship of engagement").

In the preamble to the Community Service Policy of the University of the Free State (UFS), the UFS commits itself to proactive transformation in its strive to be an "excellent, equitable and innovative university" (UFS 2006:2). The UFS further expresses its commitment to "the production of socially relevant forms of knowledge" through the integration of teaching and learning, research and community engagement – a scholarship of engagement – at the core (UFS 2006:3-4).

1.3. COMMUNITY ENGAGEMENT AND SERVICE LEARNING

Thus far in this introduction, the focus has been on HEIs and their role in transformative education of current-day students. However, one of, if not thé most important considerations in a scholarship of engagement, is the active participation of the communities concerned (Bawa 2003:48).

If HEIs wish to remain relevant and continue to contribute to the common good, the needs and challenges of communities need to be identified accurately, and addressed sustainably, within the scope of scholarly engagement and in so far as their resources allow it. This will only be possible if, as Bawa (2003:48) so accurately states, HEIs deliberately shape engagement to "make communities active participants in knowledge activities – in its creation, dissemination and utilisation."

Well-coordinated community engagement will also include service sector partners (public or private service), who can contribute to the viability, sustainability and continued partnership within the community engagement endeavour.

Having established that an integrated scholarship of engagement is central to the transformation of higher education in South Africa, it is necessary to reflect on how this may be done in partnership with communities and the service sector. The model depicted in Figure 1.2, adapted from Bringle (1999) and taken from Lazarus, Erasmus, Hendricks, Nduna and Slamat (2008:61) suggests different ways in which higher education institutions may participate in scholarly community engagement.
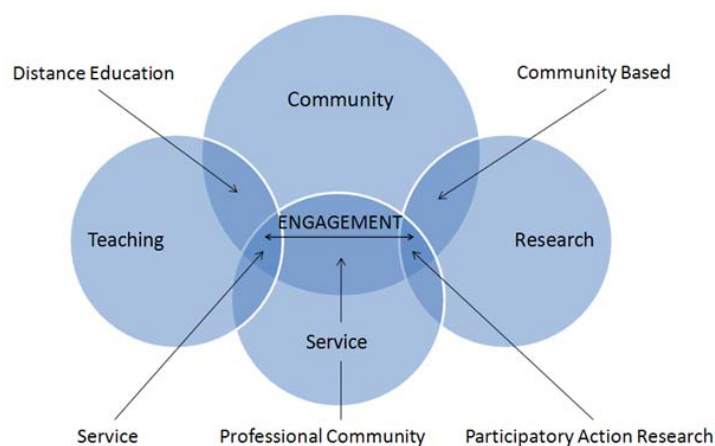
Figure 1.2. Types of Scholarly Community Engagement (Lazarus *et al.* 2006:21)

From Figure 1.2 may be deduced that service learning is but one component of higher education community engagement, and may serve as a practical entry point to community engagement for HEIs (Lazarus *et al.* 2008:62).

Service learning (or "community service learning" – both terms are accepted, although for the purpose of this document, service learning will be used for uniformity) may be defined as a "programme-based, credit bearing learning experience in which students participate in an organized service activity that meets identified community needs" (Fourie 2003:32). Students reflect on their experiences in service learning, which facilitates recognition of the connection between curriculum content and what they observed and experienced in the community (UFS 2006:9). Through service learning experiences, students develop both professionally and personally while also attaining an enhanced sense of social responsibility (Bringle & Hatcher 1996:2) - thus "empowering both students and communities" (CHE-HEQC 2006:xxi).

The UFS specifically includes service learning in its Community Service Policy and defines service learning as

[a]n educational approach involving curriculum-based, credit-bearing learning experiences in which students (a) participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community and (b) reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and community dynamics, as well as achieve personal growth and a sense of social responsibility. It requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the service sector) (UFS 2006:9-10).

The UFS aims to have at least one compulsory service learning module per academic programme, within the limits of affordability (UFS 2006:12-13).

Service learning as an educational approach will be addressed in more detail in Theme 2.

1.4. POLICY DIRECTIVES FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING

The following section provides a brief outline of the constitutional, policy and professional directives that guide community engagement and service learning. The concepts that are advocated by these policies have been outlined and discussed on the basis of academic literature in previous sections of this document. This section should be viewed as supportive of previous sections, consequently no new arguments or discussions will be introduced. All the information was taken from CHE-HEQC (2006:1-12) unless stated otherwise (emphasis by the author).

- *Green Paper on Higher Education Transformation* (RSA DoE 1996) pointed out that HEIs in South Africa do not contribute sufficiently to cultivating a culture of tolerance; neither is there sufficient consideration of and contribution to community needs. It calls for programs and teaching methods that are more **responsive to these needs** and that increases participation in higher education.

- *Education White Paper 3: A Programme for the Transformation of Higher Education* (RSA DoE 1997) requires HEIs to "**promote social responsibility** and awareness amongst students of the role of higher education in social and economic development through community service programmes" and also promises support of development of community service.

- The Founding Document of the HEQC (2001) states that the key objective of the HEQC is to ensure the implementation and quality assurance of the three core functions of HEIs, these being teaching, research and **community service**.

- The HEQC Institutional Audit Framework and Institutional Audit Criteria (2004) call for the **integration of community engagement with teaching and research**. It calls HEIs to have policies in place, make resources available for and monitor the impact and effectiveness of service learning programmes.

- The HEQC Criteria for Programme Accreditation (2004) requires the integration of service learning programmes into "**institutional and academic planning** as part of the institution's mission and strategic goals" as well as the availability of "enabling mechanisms to support implementation of service learning."

- JET Education Services Survey (1997, 1998) identified the common difficulties and **stumbling blocks** of HEIs in implementing service learning.

- JET-CHESP Initiative (1999) aims to **support, monitor, assess and research** the implementation of community engagement and service learning programmes.

- Vice-Chancellor's Meeting (2000) highlighted the various roles of role-players in HEIs, but most importantly highlighted the purpose of HEIs as educating for good citizenship and striving for a **scholarship of engagement**.

- University of the Free State Community Service Policy (2002 and 2006) states the position of the UFS pertaining to **community engagement as a core function** supported by its vision and mission and striving toward a scholarship of engagement (UFS 2006:2).

Use this space to provide students with specific information pertaining to policy- or educational directives for community engagement and service learning in the context of their field of study. Here follows an example from the field of Occupational Therapy:

In addition to these national and institutional policies, the Exit Level Outcomes (ELOs) for occupational therapists, as submitted for registration of the qualification with the South African Qualifications Authority, necessitates the inclusion of community engagement, at least in the form of service learning, in pre-graduate occupational therapy curricula. ELO 1 states that occupational therapy students, upon receiving their qualification, should be able to "demonstrate competence in the theoretical and philosophical base of occupational therapy through direct or indirect services, to **meet the occupational needs of** ... **communities** in the South African context" (Professional Board for Occupational Therapy, Medical Orthotics/Prosthetics and Arts Therapy 2006:4). This ELO summarizes the essence of the profession and emphasizes that occupational therapists should be able to respond effectively to the needs of communities within their scope of practice (also refer to Theme 3 for more detail regarding Exit Level Outcomes and Module Outcomes).

It is clear that community engagement is of the essence in higher education, and of cardinal importance in the training of occupational therapists in order to empower them to become agents of change in "facilitating health and participation in life through engagement in occupation" (AOTA 2008) in the communities where they will work.

ASSIGNMENT

After studying this introduction to and policy directives for community engagement and service learning, reflect on the following:

- The need for community engagement through service learning in HEIs in general.
- The need for community engagement through service learning for students in your field of study in particular.
- How community engagement can ensure that HEIs and training of students in your profession will remain relevant to the South African context.
- What potential benefits you stand to gain from community engagement through service learning (personally and professionally).
- What potential benefits a community stands to gain from a community engagement partnership with a HEI in your field of study.
- Lastly, reflect on what you think the nature of a partnership for community engagement should be between all of the stakeholders involved.

Prepare these reflections for the next session to take part in a class debate with regard to the relevance of community engagement in higher education.

ADDITIONAL READING

The following material is available on the UFS Website. Enter www.ufs.ac.za *into your browser then follow the following links: Community Engagement → Service Learning → Resources → Service Learning Articles.*

Boyer, E.L. 1996. The Scholarship of Engagement. *Journal of Public Service and Outreach* 1(1): 11-20. Reprinted in Introduction to Service-Learning: Toolkit. Campus Compact, 2000.

Lazarus, J. Erasmus, M., Hendricks, D., Nduna, J. & Slamat, J. 2008. Embedding community engagement in South African higher education. *Education, Citizenship and Social Justice,* 3:57-83.

UFS (University of the Free State). 2006. *Community Service Policy*, September.
http://www.ufs.ac.za/dl/userfiles/Documents/00000/107_eng.pdf

THEME 2

CONCEPTUALISATION OF SERVICE LEARNING

AS AN EDUCATIONAL APPROACH

THEME OUTCOMES

Upon completion of this theme, the student should be able to:

- Discuss the paradigm shift that service learning requires with regard to the philosophical and epistemological positioning of higher education in knowledge production within a Mode 2 society.
- Describe the conceptual framework of experiential learning and place service learning within that framework.
- Define and explain service learning as a pedagogy with reference to relevant learning theories.
- Differentiate clearly between service learning and related forms of experiential learning.
- Critically reflect on the value of service learning as an educational approach.

THEME OUTLINE

2.1. Introduction

2.2. Service Learning in Higher Education in a Mode 2 society

2.3. Theoretical Frameworks supporting Service Learning

       2.3.1. Dewey's Pedagogical Paradigm

       2.3.2. Kolb's Experiential Learning Cycle

2.4. The Value of Service Learning as an Educational Approach

2.1. INTRODUCTION

Having established that community engagement is of the essence for HEIs today, we will now consider service learning as a possible strategy toward community engagement, in the light of the Higher Education Quality Committee (HEQC)'s report that service learning is a favoured approach for integrating community engagement in higher education (HEQC 2006 in Hatcher & Erasmus 2008:57). Service learning will be discussed with regard to its relevance, its underlying learning theories and the differences between service learning and other educational approaches, as well as the potential benefit of service learning as an educational approach.

2.2. SERVICE LEARNING IN HIGHER EDUCATION IN A MODE 2 SOCIETY

The characteristics of modern society are distinctly different from that of society a few decades ago. Gibbons (2000:160) describe some of these differences as an overall rise in the complexity of society which leads to uncertainty in social relations, new approaches to economic endeavour, more permeable institutional boundaries and an increasingly altered perception of time and space – a phenomena he coined Mode 2 society.

As a result of the more permeable boundaries between higher education institutions (HEIs) and other institutions such as government, industry, businesses (called "triple-helix partners") and communities, HEIs need to review the way they interact with these institutions, especially pertaining to social responsibility and accountability in knowledge production (Gibbons 2000:160, Erasmus 2005:27). Gibbons (2000:159) points out that Mode 2 knowledge production is applicable to a wide context, is transdisciplinary and includes a variety of skills, and in essence is "more socially accountable and reflexive" than more traditional forms of discipline-based knowledge production governed by academic interests.[1]

Knowledge production as posed above refers primarily to the research dimension of higher education. However, Erasmus (2005:28) argues that what applies to research, also applies to the dimension of teaching and learning. She poses the question as to what extent HEIs in South Africa are preparing future researchers and professionals to participate successfully in the Mode 2 society.

Service learning is regarded as an effective pedagogy to develop social responsibility in students in a Mode 2 society, because it brings a civic aspect to academic learning; in order to cultivate researchers and professionals who are able to interact "in the public spaces where socially robust knowledge can be produced in collaboration with triple-helix and community partners" (Erasmus 2005:29).

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[1] Etzkowitz and Leydesdorff (2000:116) argue that this so-called Mode 2 was actually in existence before the highly autonomous, discipline-based educational approach that arose in the late 19th century as an attempt of HEIs to maintain academic freedom and to promote the ideology of "pure research".

2.3. THEORETICAL FRAMEWORKS SUPPORTING SERVICE LEARNING

Service learning finds its roots in the theory of constructivism and the pedagogy of experiential learning (CHE-HEQC 2006:14). Constructivism suggests that through reflection, we construct our own meaning of concepts and an understanding of our world (obtained from http://www.funderstanding.com/content/constructivism). Experiential learning is regarded as an approach where education, work and personal development are integrated (Kolb and Fry 1975 in CHE-HEQC 2006:17). Dewey (1963 in CHE-HEQC 2006:15) suggested that "experience plus reflection equals learning" – so capturing the theoretical basis of service learning well before its time.

For the purpose of understanding the pedagogy of experiential learning, the areas of Dewey's pedagogical paradigm, as well as Kolb's experiential learning cycle will be discussed shortly (taken from CHE-HEQC 2006 unless stated otherwise).

2.3.1. Dewey's Pedagogical Paradigm

Dewey identified five areas of educational development that supported his educational philosophy:

- *Linking education to experience* – essentially connecting theory to practice through *doing* and *reflecting* on the action.
- *Democratic community* – Dewey viewed connection and communication with society as an essential part of the education process.
- *Social service* – contribution to the common good through interdependent interaction with society that cultivates awareness of and respect for rights and responsibilities as responsible citizens in students.
- *Reflective enquiry* – reflective enquiry bridges the gap between knowledge and practice by constructing meaning from experience.
- *Education for social transformation* – Dewey advocated that educational institutions have a leading role to play in social reconstruction and transformation in a democracy (also in Hatcher & Erasmus 2008:51).

The key characteristics of service learning (as defined in Section 1), namely that it is (1) a credit-bearing educational approach that (2) requires collaborative partnerships to the benefit of all the members of the partnership, (3) attempts to meet identified community needs through organised service activities, (4) requires reflection on service activity to gain better insight into module content and (5) enhances social responsibility in students (Hatcher & Erasmus 2008:50-51) can be directly linked Dewey's pedagogy.

2.3.2. Kolb's Experiential Learning Cycle
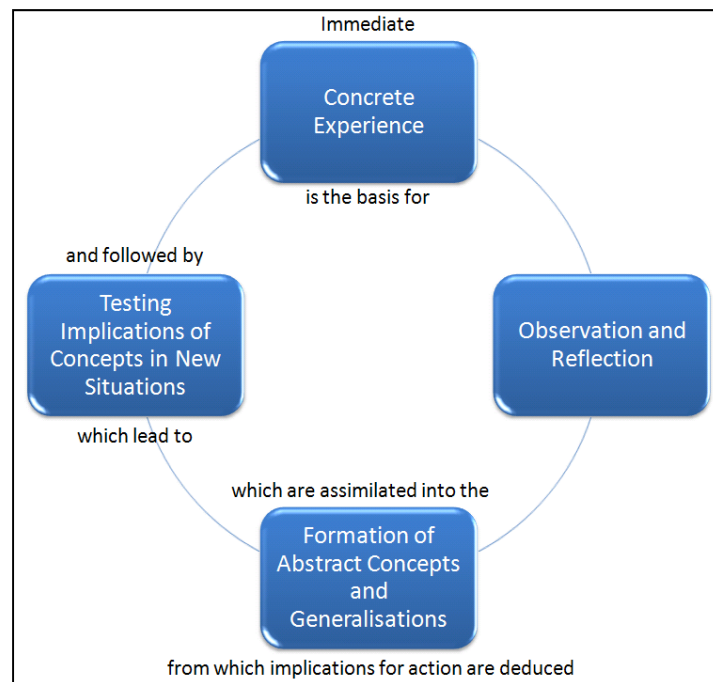
Figure 2.1.: Kolb's Experiential Learning Cycle (CHE-HEQC 2006:18)

Figure 2.1 is a representation of Kolb's experiential learning cycle as taken from CHE-HEQC (2006:18). In short, the cycle represents how learning takes on a pattern that starts at the practical **experience**, moves through **reflection** (exploring the meaning of the experience for the individual through processes of observation, examination, analysis and interpretation) to **conceptualisation** (forming abstract theories explaining why and how things happened) and **action** (testing conceptualisations in different contexts in order to connect theory and practice).

The pedagogy of service learning leans heavily on the experiential learning cycle, which can vary from person to person and situation to situation. Entry into the cycle can occur at any of the stages, more than one learning cycle may be occurring at the same time, and the time it takes for cycles to be completed may have great variability in terms of duration (CHE-HEQC 2006:19). However, it provides a conceptual framework for supporting and organising service learning experiences.

2.4. THE VALUE OF SERVICE LEARNING AS AN EDUCATIONAL APPROACH

Transformation in higher education in South Africa and the call for increased civic engagement in a Mode 2 society compel HEIs to address two domains of development or knowledge in students. Table 2.1 proposes a(n) (over)simplified representation of these two knowledge domains and how it is viewed by different authors (referenced in the table) and higher education policy documents (see Theme 1).

Table 2.1: Conceptualisation of Domains of Knowledge Development in Higher Education

Knowledge Domain	ACADEMIC / PROFESSIONAL	GENERAL / SOCIALLY ORIENTATED
General description	**Discipline-specific** knowledge founded in deepening the understanding of the specific science. Also viewed as "elitist" knowledge.	**Community / Local / Indigenous** knowledge. This includes cultivating a sense of social responsibility in students, and is essential for academic knowledge to be accountable and reflexive.
Dewey's View (Hatcher & Erasmus 2008)	This type of knowledge relates to what Dewey calls **liberal knowledge** – the focus is on the development of skills in the individual (e.g. analytical thinking).	Dewey describes this type of knowledge as **useful knowledge** – useful or applicable in the present social context.
Bernstein's View (McMillan 2002 & Young 2007)	**Schooled or official knowledge** aimed at generality and abstraction. He also calls this the **vertical discourse** as it is usually organised in a specific structure.	**Common sense** or **local knowledge** that is accessible and applicable/relevant to all. This is referred to as the **horizontal discourse** that is context specific.
Durkheim's View (McMillan 2002 & Young 2007)	Bernstein's vertical discourse is compared to Durkheim's **sacred knowledge**, which relates to the esoteric, science-based knowledge.	Bernstein's horizontal discourse is compared to Durkheim's **profane** or everyday community **knowledge**.
Purpose of development	Aimed at developing **individual skills** and knowledge to cultivate **scientists, professionals or academics**.	Cultivating **responsible citizens** who are "active contributors their communities" (Hatcher & Erasmus 2008:51).
Supporting learning outcomes (Policy documents & Hay 2003)	Specific outcomes related to **course/module content**. On a qualification-level these would be represented by **Exit Level Outcomes** that usually relate more specifically to discipline-specific outcomes.	Underlying educational values including **social responsiveness**, moral and ethical sensitivity and cultural understanding. Many of these are outcomes are contained in the **Critical Cross-field Outcomes** described by SAQA.

It is important to note that, although depicted separately and often in contrast to one another, the proposal is not that these knowledge domains should be viewed or developed in isolation. To the contrary, it is crucial that these domains be integrated in higher education programs in order to produce socially accountable knowledge in socially responsive individuals.

While more traditional forms of education focused primarily on the "academic" domain of education, often predominantly utilising one form of teaching (i.e. lecturing in a classroom), service learning provides a very practical vehicle to integrate the academic and socially oriented domains; where the community may become an "off-campus learning laboratory" within a balanced partnership (Hay 2003:189). Furco (1996:4) proposes a model (Figure 2.2) that not only distinguishes service learning from other forms of community engaged learning on the basis of the primary beneficiary(s) and goal(s), but also captures its potential to fuse the different knowledge domains.
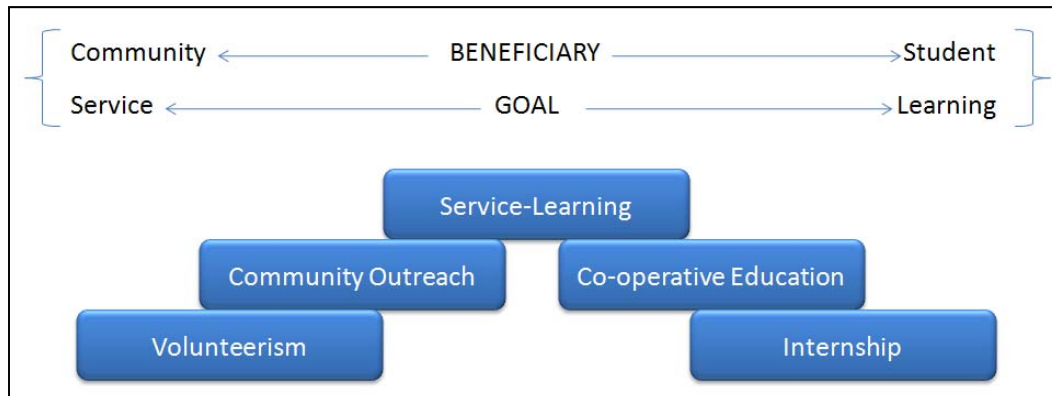
Figure 2.2. Service Learning distinguished from other forms of Community Engaged Learning
(Furco 1996 in CHE-HEQC 2006:21)

Keily (2005:9) contends that service learning is an educational approach that is aimed at a transformational learning process – a process whereby "one is empowered by learning to be more socially responsible, self-directed, and less dependent on false assumptions" (Keily 2005:7). He based his study on Mezirow's model for transformational learning, and identified a five-category process model for transformational service learning. Briefly, this model entails the following (Keily 2005:8-15):

1. *Contextual border crossing*: four elements, namely personal, structural, historical and programmatic elements, influence the transformational learning process for students before, during and after the service learning experience. These elements either hamper or promote the transformational learning process.

2. *Dissonance*: dissonance occurs when the students' existing frame of reference proves to be incongruent with what is experienced during service learning. According to Keily (2005:8), "there is a relationship between dissonance type, intensity, and duration. Low to high intensity dissonance act as triggers for learning. High-intensity dissonance catalyses ongoing learning."

3. *Personalising*: "personalising represents how participants individually respond to and learn from different types of dissonance" (Keily 2005:8). Personalising is an emotional process that requires the student to re-examine personal characteristics.

4. *Processing*: processing occurs when the student starts to question, analyse and attempts to find explanations and solutions to problems. Processing is based on reflection.

5. *Connecting*: according to Keily (2005:8) "connecting is learning to affectively understand and empathise through relationships with community members, peers and faculty. It is learning through non-reflective modes such as sensing, sharing, feeling, caring, participating, relating, listening, comforting, empathising, intuiting, and doing."

Keily's Transformational Service-Learning Process Model provides an empirically grounded theoretical framework for student transformational learning through service learning. Students should carry knowledge of this process, and be able to identify their own transformational learning processes in relation to the model through the course of the service learning experience.

Authors such as Bringle and Hatcher (1996), Hay (2003) and Bawa (2003) agree that service learning greatly enhances academic learning, personal development and civic responsibility on various levels. Keily (2005) theorises it as a transformational learning process. Bringle and Hatcher (1996:2) summarise it as follows: "[R]esearch supports the contention that service learning has a positive impact on personal, attitudinal, moral, social and cognitive outcomes."

ASSIGNMENT

Up to now, you have mostly been exposed to "traditional" teaching methods. After studying this section on service learning as an educational approach, argue the value of service learning in modern society in addition (or in contrast) to "traditional" education. Also reflect on your personal expectations of this service learning module from what you have learned of service learning as pedagogy.

ADDITIONAL READING

The following material is available on the UFS Website. Enter www.ufs.ac.za *into your browser then follow the following links: Community Engagement → Service Learning → Resources → Service Learning Articles.*

Bawa, A.C. 2003. Rethinking Community-Based Learning in the Context of Globalisation. In *Service Enquiry. Service in the 21st Century,* edited by Perold, H., Stroud, S. & Sherraden, M. 1st Edition. September 2003. pp. 47-58. <http://www.service-enquiry.org.za>
Downloaded on 30 July 2009.

Bringle, R.G. & Hatcher, J.A. 1996. Implementing Service Learning in Higher Education. *Journal of Higher Education,* 67(2).

Erasmus, M.A. 2005. Service Learning: Preparing a New Generation of Scientists for a Mode 2 Society. *Michigan Journal of Community Service Learning,* 12(1):26-40.

Hay, H.R. 2003. The nuts and bolts of a service-learning programme. *South African Journal of Higher Education,* 17(3):184-191.

Keily, R. 2005. A Transformative Learning Model for Service-Learning: A Longitudinal Case Study. *Michigan Journal of Community Service Learning,* Fall 2005, 5-22.

McMillan, J. 2002. The Sacred and Profane: Theorising Knowledge Reproduction Processes in a Service-Learning Curriculum. In *Service-Learning Through a Multidisciplinary Lens,* edited by Billig, S.H. & Furco, A. Greenwich: Information Age Publishing, Inc.

THEME 3

PARTNERSHIP DEVELOPMENT, MODULE OUTCOMES

AND COMMUNITY GOALS

THEME OUTCOMES

Upon completion of this theme, the student should be able to:

- Discuss the purpose of service learning for all parties involved.
- Identify the basic principles of community development and acting as change agents in the community.
- Critically interrogate issues such as unequal power relations that could confound the service learning engagement.
- Apply the philosophy, terminology and concepts underpinning collaborative partnerships in community engagement.
- Argue the importance of constructive alignment of module outcomes with community- and service sector goals; and ways in which the student should be involved in this process.

THEME OUTLINE

3.1. Purpose of "Service" in Service Learning

3.2. Becoming Effective Agents of Change

3.3. Basic Principles of Partnership Formation

       3.3.1. Partnership and Partners

       3.3.2. Stages and Principles of Partnership Development

3.4. Partnership Development Applied

3.1. PURPOSE OF "SERVICE" IN SERVICE LEARNING

In previous sections, service learning was conceptualized as an educational approach where service and learning are balanced in a mutually beneficial partnership between the community (and service sector partner) and the HEI. Furco's (1996 in CHE-HEQC 2006:21) model was used to illustrate this balance and to distinguish service learning from other forms of engaged learning. One strength of this model is the way in which it illustrates the balance between service and learning, and the student and the community in service learning. It was consequently adapted to be used as a model (see Figure 3.1) in which was attempted to illustrate the balancing of overarching intended outcomes of service learning for the community (and service sector partner) and the student in the HEI (as derived from authors such as Boyer 1996, Gilbert 1997, Fourie 2003, and Bhattacharyya 2004).

The model contends that the overarching aim of service learning for HEI students is fostering a scholarship of engagement – civic responsibility and socially responsible academic learning and research – through the principles of experiential learning in community engagement (as discussed in previous sections).

On the other side of the model, the overarching aim for the community is sustainable community development, done through enabling solidarity and agency in the community (Bhattacharyya 2004:11-12) and in so doing resulting in empowerment of the community through the enabling principles of self-help, felt needs and participation.
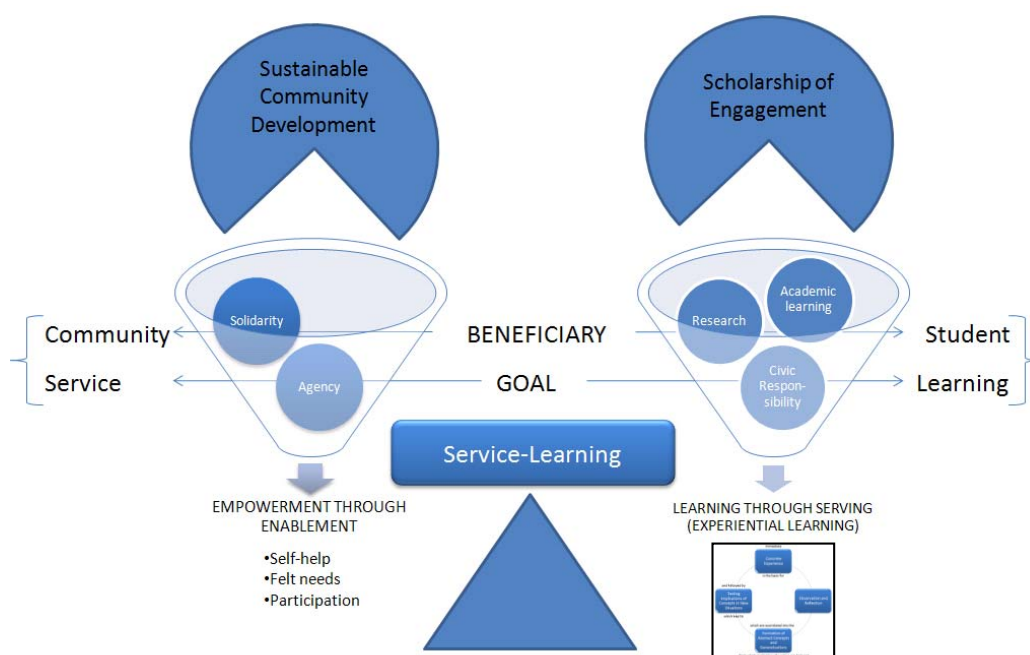
Figure 3.1: Balancing Aims for the Community and the Student to Achieve Desired Outcomes

Sustainable community development is defined in sometimes contradictory ways by various authors (for example, Kotzé and Kotzé 2008:4, Bridger and Aler 2006:6, Bhattacharyya 2004:9). For the purpose of this document, the term will be analysed in terms of its constituting terms, the definitions of which will be synthesised into a collective definition of the term.

Sustainability refers to the idea that development "meets the need of the present without compromising the ability of future generations to satisfy their own needs" (Fourie 2003:33). The central idea to a *community* is that of solidarity – a shared identity – regardless of where it is derived from (e.g. locality, interest or worldview) (Bhattacharrya 2004:12). *Development* encompasses an array of ideas (in the context of community development), including satisfaction of human needs, improvement of quality of life, economic, social, political and environmental advancement (Fourie 2003:33). In an attempt to synthesise these terms into a single definition, Bhattacharyya (2004:10) suggests that (sustainable) community development aims at the "promotion of solidarity and agency" – solidarity being the sense of shared identity, and agency referring to human autonomy – "the capacity of people to order their own world, the capacity to create, reproduce, change, and live according to their own meaning systems, to have the powers to define themselves as opposed to being defined by others" (Bhattacharyya 2004:12).

In the middle of the model, the triangle suggests that, in order for the service learning partnership to be mutually beneficial, the two mentioned sets of outcomes should ideally be in perfect balance. Strategies on how to achieve this will henceforth be discussed from the perspective of becoming "effective agents of change".

3.2. BECOMING EFFECTIVE AGENTS OF CHANGE

It should be noted that, although the term "agents of change" is used, community development is not necessarily all about change (Kotzé and Kotzé 2008). Stability is also necessary in order for development to be sustainable. In addition to the mentioned intended outcomes and development principles, it is further necessary to explore specific strategies to ensure the efficacy of community development.

Bhattacharyya (2004:21) asserts that in order to promote solidarity and agency, the following principles must be applied:

- *Self-help*: this is the "opposite of helpless dependency... [it] rests on a concept of human beings that when healthy they are willing and able to take care of themselves, to reciprocate, to be productive..." (Bhattacharyya 2004:22). "Self-help builds and utilizes agency, mobilizes people's cultural and material assets...and most importantly avoids dependency" (Bhattacharyya 2004:21).

- *Felt needs*: this "affirms human variation and thus resists developmental imposition from above" (Bhattacharyya 2004:21). It emphasizes people's capacity to identify their own development needs and ensures that development projects are relevant (Bhattacharyya 2004:22).

- *Participation*: this refers to inclusion in all processes related to development – including identification of problems and conceptualizing ways to solve them (Bhattacharyya 2004:23).

Gilbert (1997:276) points out that when change agents enter into a community, two different systems of knowledge meet, creating a potentially volatile situation. He argues that engagement between two "communities of practice" (i.e. the change agent's "community" and the "focal community" where engagement takes place) has three potential outcomes, depending on the way that the different systems of knowledge are managed: alienation of the focal community (where the change agent's community of practice is rejected), a dying focal community where the change agent's community of practice dominates, or the formation of a new, sustainable community of practice as a result of effective joint activity between the change agent's community and the focal community.

In order to become effective change agents, community engagement (in this case service learning) must be structured in the spirit of true reciprocity and mutuality, where emphasis is placed on reciprocally beneficial outcomes structured to meet both learning outcomes for students and identified community goals (Fourie 2003:32). It is necessary to foster a sincere appreciation for the community's ability to identify its own development goals, preventing imposition of development aims from the change agent (Bhattacharyya 2004:22) and ensuring a people-centred approach where knowledge is repositioned "from a commodity produced by experts to knowledge that people co-create and use in their settings" (Fourie 2003:34).

These development principles are of utmost importance and will contribute to the efficacy and sustainability of engagement and development in the community (Fourie 2003:33)

3.3. BASIC PRINCIPLES OF PARTNERSHIP DEVELOPMENT

Entering into any community as potential "agents of change" requires sensitivity and skill. Not only is it of the essence for coordinating staff of a service learning module to follow the basic principles of partnership formation, but service learning students also need to understand the process and their role in it. This section will briefly highlight the basic principles of partnership formation as set out in CHE-HEQC (2006:92-111).

3.3.1. Partnership and Partners

A partnership may be defined as a collaborative effort between two or more parties to address shared goals. Gelmon and Holland (1998:5 in CHE-HEQC 2006:93) describe the partnership in the context of service learning 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." In the UFS Community Service Policy (UFS 2006:26), a partnership is defined as:

> ... a collaborative engagement between two or more parties sharing a similar vision, aimed at reaching a common goal by devising and implementing a mutually agreed to modus operandi while maintaining their respective identities and agendas. A partnership entails the pooling and sharing of skills and resources, as well as risks and benefits, thus enabling such partnerships to accomplish goals beyond the capability of the individual parties...

The Community – Higher Education – Service Partnerships (CHESP) suggests a tripartite partnership model for community engagement and service learning that "could ensure that economic growth and opportunity are more sustainable for the partners [and] ... has the added value of a third partner whose presence could diffuse power struggles" (CHE-HEQC 2006:93). This model is depicted in Figure 3.2 and consists of the community, HEI and a service sector partners; each with unique roles to play in this specific collaboration. The UFS Community Service Policy (UFS 2006:26) extends the definition of a partnership in the context of service learning in relation to the tripartite partnership model as follows:

> In the context of community service learning, a partnership entails knowledge-based collaborations between a university, an identified community and the service sector, where all partners contribute to the mutual search for sustainable solutions to challenges and service needs. Such partnerships do not only focus on the intended outcomes but also on the reciprocal teaching and learning, development, knowledge-generation and change that occur during the process.
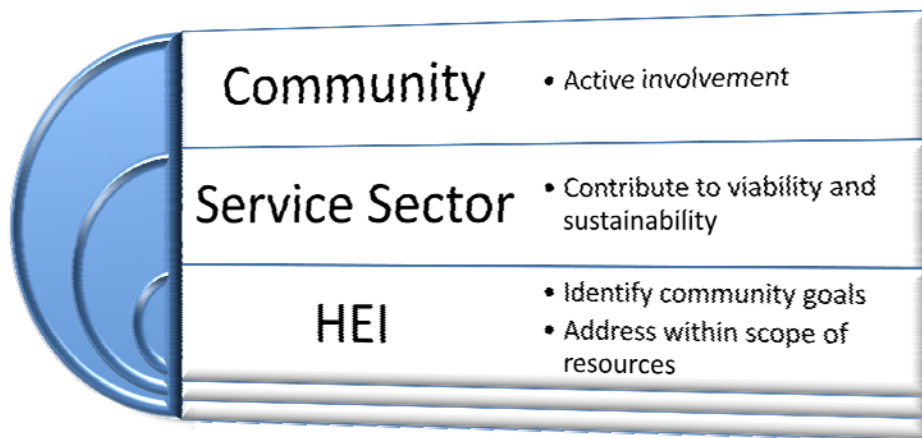
Figure 2.2. Tripartite Partnership Model (adapted from the CHESP Triad Partnership Model (CHE-HEQC 2006:93))

The purpose of the tripartite partnership is identified by Lazarus (2001:1 in CHE-HEQC 2006:93) as:

- "Community empowerment and development..." (i.e. benefit to the community)
- "Transformation of the higher education system in relation to community needs..." (i.e. benefit to the Higher Education Institution(HEI))
- "Enhancing service delivery to previously disadvantaged communities..." (i.e. benefit to the service sector partner and the community)

CHE-HEQC (2006:95) suggests the following indicators as key in the formation of partnerships (quoted from source):

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

These indicators serve as a point of departure for the formation of sustainable partnerships, and have implications for all partners involved (including service learning students). It is imperative that representatives of all stakeholders commit to these indicators and the reinforcement thereof within the partnership.

3.3.2. Stages and Principles of Partnership Development

Butterfoss, Goodman and Wandersman (1993:320 in CHE-HEQC 2006:95) identify four stages of partnership development, namely formation, implementation, maintenance and outcome stages. Each will be discussed shortly, highlighting the underlying principles of partnerships involved in each stage.

Formation: The formation stage is exploratory in nature and encompasses the initiation of a partnership based on the presence of the key indicators mentioned previously. It starts with the identification and selection of appropriate community and service partners, followed by the exploration of potential benefits all of the partners stand to gain from the partnership. Once this is established, a vision and mission statement and measurable outcomes can be formulated (CHE-HEQC 2006:95).

Implementation: Formalisation of all aspects of the partnership is a vital part of successful partnership development. Outcomes, roles, responsibilities, rules and procedures need to be clearly defined and communicated formally. It is also in this stage that a detailed needs assessment should be conducted, and communication skills and procedures for communication be developed in all partners (CHE-HEQC 2006:96).

Although applicable to all stages of partnership development, ensuring **equity** and **reciprocity** is vital in the implementation stage. Equity is built upon mutual respect and trust between partners, while reciprocity is facilitated by ensuring that the needs of both parties are met – emphasising the importance of alignment of module outcomes as identified by the HEI, and community goals as identified by the communities themselves, from the outset. Ensuring effective, clear **communication**, collaborative and consultative **decision making** and **managing change** effectively are the cornerstones whereby equity and reciprocity are promoted (CHE-HEQC 2006:103).

Maintenance: The maintenance stage is characterised by **monitoring** and **continuation** of what has been established in the previous stages. In order for monitoring to be done effectively, regular feedback and continuation of communication between partners is of the essence. CHE-HEQC (2006:97) emphasise that feedback should be well-established and understood by all partners, and should occur regularly and predictably. In the maintenance stage, further capacity building of partners to enable them to fulfil their roles in the partnership, may be undertaken. Examples of such capacities may include communication skills, cultural competency, and managerial skills.

Outcome: The outcome stage comprises the **identification** and **celebration** of the impact of the partnership for all parties involved. Outcomes are different for each partner, and all outcomes are celebrated as these often provide the impetus for future partnerships. According to Butterfoss, Goodman and Wandersman in CHE-HEQC (2006:97), outcomes may be material (e.g. physical resources), based on solidarity (based on group identification

and status), or purposive (e.g. the extent to which the goals of the partnership were reached). Value should be placed on the contributions of all partners toward achieving these outcomes. Through identifying and celebrating these contributions and outcomes, equity and reciprocity is again emphasised and trust and respect between partners further established. Please refer to Theme 6 for more information regarding celebration and evaluation of a service learning module.

3.4. PARTNERSHIP DEVELOPMENT APPLIED

In the previous sections of this theme, the purposes, principles and stages of partnership development was explained. In this last section, the application and implications of these principles for your service learning module will be illustrated, using the four stages of partnership development as a framework.

Use the following section to illustrate ways in which you as lecturer have already applied the principles of partnership development in this module, and also to highlight the role your students have to play. Examples from the field of Occupational Therapy are provided. All names of places and persons have been changed to ensure anonymity.

3.4.1. Formation Stage

Identification and selection of appropriate partners

Community partner identified: Play School Crèche in Rocklands

Service sector partner identified: National District Hospital (NDH) Occupational Therapy (OT) Department

Exploration of potential benefits for all partners

Exploration of community partner goals:

Identified (Felt) Need	Comments
1. "Children have a low self-esteem, some struggle with finding their (racial/cultural) identity..."	Me. Oliphant currently employs strategies to address this need, but would like to be enabled and empowered to **address it more specifically and effectively** – within scope of practice.
2. "I know a little bit about development, but I am not a trained teacher. I teach the children things, but I do not always know if I am doing the right thing..."	NDH OTs provide the crèche with stimulation programs to assist the teacher, but she feels a need for **more hands-on help with regard to implementing stimulation programs** with the children. Caring for the children is taxing and they "don't have enough hands".
3. "The space is limited and I raised money to build a bigger classroom. We are at roof height but don't have the funds to finish it at this stage. But I am actively working at raising more funds..."	This need is more in terms of **resources and funding**. Service learning students may be involved in **exploring community resources** in order to enable completion of projects such as this, however this should not be the primary focus of service learning (unless the outcome is specifically related to fundraising, resource utilization and project management).

Communication of HEI goals (intended learning outcomes) for students (only one example provided):

> *Upon completion of his/her studies in Occupational Therapy, the student will:*
>
> *ELO 3: Demonstrate competence in adapting occupational therapy intervention programmes to meet specific, cultural and unique needs in diverse settings.*
>
> *3.7. Demonstrate the ability to effectively apply appropriate programmes to solve/address differing occupational needs.*

Alignment of community and HEI goals to produce module outcomes (only one example provided):

> *Upon completion of the service learning component of this module, the student will have acquired the necessary emerging skills to apply and adapt existing activity programs to appropriately address the stimulation of childhood development in the community.*

Example of a complete set of module outcomes from Occupational Therapy:

Upon completion of the service-learning component of this module, the student will have...

<u>*Outcomes related to academic, course-related learning:*</u>

Become aware of...
- *contextual and individual factors that influence occupational performance of clients in the community.*
- *the functions, infrastructure and resources in the community as it relates to occupational therapy services.*
- *the underlying assumptions of occupational science and occupational therapy in the light of service learning experiences.*
- *the occurrence of occupational injustice, imbalance and deprivation in the community concerned (where applicable).*

Emerging basic skills to...
- *interact meaningfully with clients from different cultures, age groups and other diversity factors.*
- *participate in activities with community members and under supervision adapt activities making by making use of the principles of activity analysis to address the specific needs of individuals and the community.*
- *apply interpersonal and managerial skills under supervision to facilitate achievement of mutual goals within the community.*
- *optimally utilize resources in the community.*

Develop the attitude...
- *to consistently provide a high quality OT service despite unfavourable circumstances.*
- *to be sensitive to human rights of community members and act within the ethical guidelines of the profession at all times.*

<u>*Outcomes related to personal growth:*</u>

Become aware of...
- *personal characteristics (traits, strengths, weaknesses, fears) in the context of the profession.*
- *own learning through critical self-reflection in order to address voids in own learning of theory and practical skills.*

Emerging basic skills to...
- *effectively manage self and time in performing service activities.*
- *constructively manage group dynamics while functioning as a member of a group.*
- *use effective verbal and written communication in reporting on service learning experiences.*

Develop the attitude...
- *to value self as a member of the occupational therapy profession and to believe in the value of the profession.*

<u>*Outcomes related to social responsibility:*</u>

Become aware of...
- *steps taken to contribute to community development as described in the SL Module Guide.*
- *the efficacy of the contribution to community development (i.e. empowerment through enabling solidarity and reciprocity) through SL activities.*

Emerging basic skills to...
- *act in a socially responsible manner through utilising the principles of reciprocity and mutuality in interactions with the community.*

Develop the attitude...
- *to appreciate the value of local knowledge of communities and respect it in all interactions.*
- *to assess and argue the social responsiveness of all learning and research activities in future.*

1.   Vision

An excellent CSL program efficiently integrated into the Occupational Therapy curriculum, aimed at teaching students about the profession of Occupational Therapy, and contributing to sustainable community development.

2.   Mission and objectives

Rendering an accessible, quality Occupational Therapy service to the community with sustainable outcomes.

- *Promoting awareness of Occupational Therapy in the community.*
- *Ensuring accessibility by providing services where the clients are, i.e. in the community.*
- *Ensuring an Occupational Therapy service of excellent standard through supervision of students and frequent monitoring of the quality of the service.*
- *Ensuring sustainability of Occupational Therapy service outcomes in the community through careful selection of service areas, efficient use of resources and community empowerment projects aimed at community ownership of empowerment projects.*

Providing students with a learning opportunity, allowing students to develop both professionally and personally.

- *Providing students with learning opportunities where they are able to gain professional knowledge and improve their professional skills.*
- *Providing students with the opportunity for personal growth through exposure to community settings and frequent reflection on their experiences.*

Empowerment through enabling the community to prevent and manage occupational dysfunction and to better cope with social challenges.

- *Empowering the community with knowledge and skills according to the needs of the specific community.*
- *Assisting the community in obtaining resources that may help prevent or manage occupational dysfunction.*
- *Engaging in development projects in the community.*
- *Structuring projects in such a way as to promote ownership of development among communities themselves.*

3.4.2. Implementation Stage

Formalisation of the partnership

Done through the compilation of a contract (agreement), outlining the roles, responsibilities and intended outcomes for all parties. Following the initial contract between the HEI (lecturer) and the community, students also compile a service learning agreement in collaboration with the community partner, outlining their specific roles and responsibilities, logistical arrangements of the agreement, etc.

Ensuring equity and reciprocity

Illustrate how this was done on your side, and ask students to deduce implications for them in the process.

Communication

Illustrate existing (formal and informal) communication systems, and ask students to deduce implications for them in the process.

Collaborative decision making

Illustrate how this was done on your side, and ask students to deduce implications for them in the process.

Managing change

Illustrate how this was done on your side, and ask students to deduce implications for them in the process.

3.4.3. Maintenance Stage

Monitoring

Illustrate existing (formal and informal) monitoring systems, and ask students to deduce implications for them in the process.

Feedback

Illustrate existing (formal and informal) feedback systems, and ask students to deduce implications for them in the process. For example, regular reflective talks may be held on-site, where students, lecturers, community- and service sector partners may reflect on the progress of the project.

Capacity Building

Mention how this is / can be done, and ask students to deduce implications for them in the process. Remember that capacity building is relevant for all parties (e.g. managerial skills may develop among community representatives, while students may develop cultural competence or communication skills).

3.4.4. Outcome Stage

Identification of Outcomes

Indicate how outcomes or the impact of the partnership will be identified.

Consider aspects such as transfer of responsibility, decisions about the future, etc.

Celebration of Outcomes

Indicate how outcomes or the impact of the partnership will be celebrated.

For example, a celebration day may be held in the community or on campus, where all parties involved are invited and results of the partnership is displayed / presented.

Refer to Theme 6 on "Celebration and Evaluation" of the Service Learning Module.

ASSIGNMENT

Carefully study the material provided in this theme, focusing specifically on **principles** of community development, becoming agents of change and partnership development. Identify and discuss the **implications** of all of these principles for your service learning endeavour.

ADDITIONAL READING

The following material is available on the UFS Website. Enter www.ufs.ac.za *into your browser then follow the following links: Community Engagement → Service Learning → Resources → Service Learning Articles.*

Bhattacharyya, J. 2004. Theorizing Community Development. *Journal of the Community Development Society*, 34(2)5-34.

Bridger, J.C., Aler, T.R. 2006. Place, Community Development, and Social Capital. *Journal of the Community Development Society*, 37(1)5-18.

CHE-HEQC (The Council on Higher Education – Higher Education Quality Committee) and JET Education Services. 2006. *Service-Learning in the Curriculum A Resource for Higher Education Institutions.* Pretoria: The Council on Higher Education. (Chapter 5).

Fourie, M. 2003. Beyond the ivory tower: service learning for sustainable community development. *South African Journal of Higher Education.* SAJHE/SATHO 17(1): 31-38.

Gilbert, A. 1997. Small Voices Against the wind: Local Knowledge and Social Transformation. *Journal of Peace Psychology*, 8(3)275-292.

THEME OUTCOMES

Upon completion of this theme, the student should be able to:

- Describe reflection and assessment practices in service learning.
- Argue the role of reflection in service learning.
- Utilise critical reflection as a tool for achieving increased social responsibility and demonstrating achievement of learning outcomes in the service learning module.
- Identify the methods of reflection and assessment that will be employed in the service learning module.

THEME OUTLINE

4.1. Introduction

4.2. Reflection In Service Learning

       4.2.1. What is reflection?

       4.2.2. Why is reflection important?

       4.2.3. The six Cs of reflection

       4.2.4. When and where does reflection take place?

4.3. Assessment

4.4. Integrated Reflection And Assessment Plan

4.5. Conclusion

4.1. INTRODUCTION

Referring back to Theme 2, it was established that service learning pedagogy finds its roots in the experiential learning theories of Dewey and Kolb (CHE-HEQC 2006:15-17). Both Dewey and Kolb asserted that learning occurs through reflecting on experiences – so linking concrete experiences to abstract understandings and conceptualizations (Felten, Gilchrist & Darby 2006:38). In this theme, reflection will be presented as both a learning tool (i.e. the link between "service" and "learning") and an assessment method; constructively aligned with learning outcomes and service activities.

4.2. REFLECTION IN SERVICE LEARNING

4.2.1. What is reflection?

Literature poses various definitions of reflection (e.g. authors in CHE-HEQC 2006:58, Felten, Gilchrist & Darby 2006:39 and Kottkamp 1990:127). Constructed from the definitions presented in these documents and for the purpose of this document, *reflection* is viewed as a transformative process of focused, critical analysis of experiences in the light of specific outcomes, and linking this with implications for future actions and understandings of society. *Structured* reflection refers to a "thoughtfully constructed process that challenges and guides students in" [quoted from source] (CHE-HEQC 2006:59):

- 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.

Reflection is not merely a relay of events or observations (although this forms part of reflection). **Re**flection requires students to **re**visit and **re**construct experiences, **re**view actions and outcomes and **re**think existing and new knowledge in the light of both the experience and intended outcomes.

4.2.2. Why is reflection important?

As suggested above, reflection is the indispensable bridge between service and learning, between the concrete experience and the conceptual understanding thereof (Felten, Gilchrist & Darby 2006:38). It is the vehicle that enables students to make sense of the service experience as it relates to academic course content, personal development and social responsiveness. Reflection also enables the student to monitor his/her own progress (in terms of thinking, reactions and learning) in the module.

Reflection not only *links* service and learning, but *enhances and improves* learning. Eyler (2002:517) affirms "there is evidence to suggest that service-learning programs which thoroughly integrate service and academic learning through continuous reflection promote development of the knowledge, skills, and cognitive capacities necessary for students to deal effectively with the complex social issues that challenge citizens." She quotes studies showing that reflective service-learning increased students' critical thinking abilities and asserts that "reflection is the mechanism for stimulating cognitive development" (Eyler 2002:522).

To once again quote Dewey (1963 in CHE-HEQC 2006:15): "experience plus reflection equals learning."

4.2.3. The six Cs of reflection

Eyler and Giles (1999 quoted in and Mills 2001:33 and Eyler, Giles and Schmiede 1996 quoted in CHE-HEQC 2006:59) suggested key principles of reflection that enhance the quality of learning. The principles and their implication for this module are indicated in the Table 4.1.

Use the space to tailor the implications to your service learning module. Examples from Occupational Therapy are provided in Italics.

Table 4.1: The Six Cs of Reflection and their implications for this module

PRINCIPLE	IMPLICATION
Connected: Reflection aids in connecting module content with the service experience.	*In reflection activities, students will be required to reflect on these connections.*
Continuous: There should be continuous, multiple opportunities for reflection (i.e. before, during and after the service experience).	*Various reflection activities will be included in the service learning module – before, during and after the service experience.*
Challenging: Reflection should challenge students to think differently – enhancing problem solving abilities and social responsiveness.	*Reflection activities will not be mere recounts of events – students will be encouraged to critically analyse service events, thoughts and actions.*
Coaching: Lecturers should provide a safe environment for reflection, and support students both in service and their reflection process.	*Reflection activities will be structured in a non-threatening way, and lecturers will be involved and provide regular feedback.*
Contextualised: Reflection activities should be appropriately designed for the specific service context and expected learning outcomes.	*A variety of appropriate reflection activities are selected, and students are encouraged to contribute to the design of these activities and using their own initiative in reflections.*
Communication: Reflection should provide opportunities for communication between all stakeholders, including students, lecturers, community members and service sector partners.	*A variety of reflection activities, in different settings and using different methods, will assist in compliance with this principle. Please refer to the integrated reflection and assessment plan.*

4.2.4. When and where does reflection take place?

Reflection takes place at three primary intervals – before, during and after the service experience (Eyler 2002:524, CHE-HEQC 2006:66). Reflection *before* the experience aids students in preparing for the service experience and in revisiting existing academic knowledge to form a background for the attainment of specific learning outcomes. It also assists students to monitor and eventually assess their learning in the module by providing a benchmark against which to compare progress. Reflection *during* the experience enables ongoing communication between different stakeholders, and assists in both facilitating and monitoring learning. It enables students to make changes and adaptations to their thinking, problem solving and pre-existing assumptions. "The

key to effective reflection during service is continuity; observations need to be continually processed, challenged, and connected with other information... The continuous reflection prevents students from resisting the implications of the discrepancies between their assumptions and their current frames of reference" (Eyler 2002:526-527). Reflection *after* the experience allows students to think back critically on the entire experience, and summarise what they have learned, what new insights they have gained and how this will impact future engagements.

In order to comply with the six Cs of reflection, reflection should take place in different contexts, including reflection on site (i.e. in the community where service is done), in the classroom during scheduled contact sessions, and at home, where students are required to complete reflection activities individually or in groups.

4.3. ASSESSMENT

Assessment forms an integral part of service learning, serving a range of purposes (CHE-HEQC 2006:78-79):

- It ensures maintenance of the academic integrity of the program
- It monitors students' progress during the module
- It provides a structured way of giving feedback to students on their achievements and also areas for improvement
- It determines the extent to which students have met the outcomes of the module
- It motivates, directs and enhances learning

Assessment is not based on hours of service or the service that is performed, but on the student's ability to show how he/she is able to integrate module content with the service experience – i.e. the extent to which the student can demonstrate attainment of the module outcomes.

Use this space to briefly explain how assessment will be conducted in this module. An example from Occupational Therapy:

Assessment in this module will be both formative (i.e. continuous assessment) and summative (i.e. assessment upon completion of the module). In addition to assessment by academic staff, this module will also make use of peer, mentor, community- and service partner assessment. Please refer to the integrated reflection and assessment plan for specific assessment activities and formats.

4.4. INTEGRATED REFLECTION AND ASSESSMENT PLAN

In the Integrated Curriculum Model for Service-Learning (CHE-HEQC 2006:35), emphasis is placed on constructive alignment of all aspects of curriculum design, specifically aligning community needs with service goals and learning outcomes, and aligning these with service activities, reflection and assessment. Without a distinctive link between these components of the curriculum, there is a high risk that learning outcomes will not be met (Rubin 2001:24), and/or that students may find the course frustrating and unsatisfying.

Use this space to communicate to students how reflection and assessment will be conducted in your module. Examples from Occupational Therapy are provided.

The links between community goals, service activities and learning outcomes (together with Exit Level Outcomes of the course) have been identified in the previous theme. In an attempt to clarify the subsequent links between learning outcomes, teaching methods, reflection and assessment, a table was compiled using format suggestions from Rubin (2001:17) and Eyler (2002:523). Table 4.2 indicates the outline of the integrated reflection and assessment plan.

Students should refer to their academic rosters for exact dates of different lectures and site visits. However, an outline of the organisation of activities in the module will is presented in Table 4.3.

Following Table 4.3., specific details pertaining to each reflection / assessment activity is provided in Table 4.4. (Note: for the purpose of this example, only one activity is discussed in detail).

Finally, Table 4.5. gives an indication of the way marks are allocated and calculated to provide the final mark for this module.

Table 4.2: Outline of Integrated Reflection and Assessment Plan

Reflection for:			FORMATIVE ASSESSMENT		SUMMATIVE ASSESSMENT	ASSESSMENT F=Formative; S=Summative
Reflection time:			Before	During	After	
INDIVIDUAL	At home	Activity	Written **SWOT Analysis** of self (in terms of academic, personal and social domains), service group and community.	**Online written journal** and discussion forum. Basic structure for journaling is provided, and free discussion encouraged. Weekly entries.	**Final analytic reflection paper** compiled from initial SWOT Analysis and weekly online journal and discussions to summatively reflect on "What", "So What" and "Now What" of the SL experience.	**Lecturer:** Individual mark per activity (F+S) (Students will also receive continuous feedback from peers and mentors, but this will not be calculated as part of formal formative assessment)
		Outcomes	1.2. 2.1. 1.3. 2.3. 1.4. 2.5.	1.1. to 1.4. 2.1. to 2.3. 3.2. 1.6. 2.5. 3.4. 1.8. 2.6. 3.5. 1.10.	Demonstrate achievement of all learning outcomes.	
GROUP	In class	Activity	**Class debate** regarding community engagement and service-learning; including expectations and fears. Not assessed.	**Class presentation** of a **photo journal** in PowerPoint format to demonstrate progress. End of each term. General theme to link with outcomes will be provided.	**Final reflective presentation of photo journals** to reflect the entire SL experience. All lecturers, students, community and service sector partners are invited to this departmental SL feedback day.	**Lecturer:** Group mark per activity (F+S) **Peers (other groups):** Allocate a group mark for class photo journal presentations (F) **Peers (in group):** Group members assess one another for an overall mark (S) **Mentors:** Mentor assesses individual group members and group as a whole (S)
		Outcomes	3.1. 2.1. 3.2. 2.5. 3.3. 3.5.	1.1. to 1.4. 2.1. to 2.3. 3.2. 1.6. 2.5. 3.4. 1.8. 2.6. 3.5. 1.10.	Demonstrate achievement of all learning outcomes.	
	In community	Activity	Compile a **SL contract** after in-depth discussion and consultation with community and service sector partners, between students and the community.	Mid-term **reflective discussion** with community and service sector partners, as well as responsible lecturer; in the community. One per term.	Write a **final letter** to the community in which students reflect on the reciprocity and mutuality in the relationship, outcomes of engagement and plans for future engagement.	**Lecturer:** Group mark per activity (F+S) **Community partner:** One overall group mark (S) **Service partner:** One overall group mark (S)
		Outcomes	3.1. 1.2. 3.3. 1.4. 2.4. 3.4. 1.7. 2.5. 3.5.	1.1. to 1.10 2.2. 3.1. to 3.5. (aspects) 2.5. (main 2.6. focus)	Demonstrate achievement of all learning outcomes (focus on outcomes related to social responsibility).	

ACTIVITY	PURPOSE	PERSONS INVOLVED	VENUE
General Orientation Lecture	Orientating students to community engagement and SL, theoretically and practically	Students Mentors Lecturer	Classroom
Reflection Activity 1: Class Debate	Affording students the opportunity to voice opinions, expectations and fear regarding SL.	Students Mentors Lecturer	Classroom
Site Orientation	Orientating students to the specific community site and SL activities they will be involved in. Students will also have the opportunity to communicate with community and service partners.	Students Mentors Lecturer Community Partner Service Partners	Community Site
Reflection Activity 2: Online journal *This activity will be done weekly.*	Providing students with the opportunity for continuous reflection on the service experience. Specific topics may be posted from time to time, but students are encouraged to use initiative.	Students Lecturer (feedback)	Online
Specific SL Activities Orientation	Orientating students to specific SL activities. Equipping students with the necessary knowledge and resources to perform SL activities meaningfully.	Students Lecturer Mentor OR Service partner responsible for activity design	Classroom
Reflection Activity 3: SWOT Analysis	Compile and hand in SWOT Analysis	Students	N/A
+ 4 Site Visits At least one formal meeting with mentor.	Performing service activities in the community. Obtaining guidance and feedback from mentors	Students Community Partner Service Partner Mentors Lecturer (ad hoc)	Community Site
Reflection Activity 4: SL Contract (after first site visit)	Affording students the opportunity to engage with community members and negotiate mutually beneficial aims for the SL experience.	Students Community Partner	Community
Reflection Activity 5: Reflective discussion (during site visit 3)	Reflective discussion with community partner, together with lecturer and service partner to monitor progress.	Students Community Partner Service Partner Lecturer	Community
Reflection Activity 6: Class presentation of photo journal (after site visit 4)	Giving students the opportunity to share their SL experiences thus far with classmates, reflect on and discuss progress, problems and plans.	Students Lecturer	Classroom
Online journaling will take place continuously, once a week. The module schedule will repeat in the next quarter with Site Visits and Reflection activities 5 and 6. This pattern will be the norm for quarter one to three, with slight variations in numbers of site visits depending on the academic program. The following will take place in the fourth quarter:			
Reflection Activity 7: Final reflective presentation of photo journals	Giving students the opportunity to demonstrate attainment of learning outcomes.	All stakeholders and all students and staff from Dept. Of OT, UFS	Classroom
Reflection Activity 8: Letter to community	Giving students the opportunity to demonstrate attainment of learning outcomes, specifically those related to social responsibility.	Students	N/A
Reflection Activity 9: Final analytic reflection paper	Giving students the opportunity to demonstrate attainment of learning outcomes.	Students	N/A
Final summative assessment	Getting feedback from all stakeholders regarding students' involvement in service experiences and attainment of specific outcomes. All assessors are provided with specific assessment rubrics.	Students (as peers) Mentors Community partner Service partner Lecturer	N/A

Assignment:	Online journaling and participation in the online discussion forum.			
Product:	Written journaling	**Participation:**	Individual	
Preparation:	• Reflect on your experiences in the service activities that you were involved in. • Revisit related academic material that will help you to make sense of what you observed / felt / experienced.			
Instructions:	• Post a weekly (after each site visit) journal entry online via the electronic learning management system. To help you formulate your reflections, try to answer the "what", "so what" and "now what" questions related to your experience (more guidance on reflection will be provided in the orientation lectures). • Respond to any comment by a fellow student on the discussion forum. • Themes or questions for reflection and discussion may be posted by the lecturer from time to time.			
Formative / Summative:	Formative	**Weight:**	30%	

Assessment rubric:	Assessment criteria	Maximum	Mark achieved	Norms
	Aanlyn Refleksies // Online Reflections			1 No/hardly any attempt to master
	WHAT?			
	Student shows the ability to **analyze** the experience through a clear statement of relevant facts and occurrences.	Professional 5		2 Criterion not yet mastered
		Personal 5		
		Social Resp. 5		3 Criterion mastered partially
	The analysis includes occurrences related to the **student**, the **community** and any other relevant **stakeholders** (i.e. not only one party).	Professional 5		
		Personal 5		
		Social Resp. 5		4 Criterion mastered Fully
	SO WHAT?			
	Student shows evidence of **critical thinking** with regard to the service experience through reflecting on the **meaning** of the experience and the **difference** that it makes to the student.	Professional 5x2=10		5 Criterion surpassed
		Personal 5x2=10		
		Social Resp. 5x2=10		
	NOW WHAT?			
	The student shows evidence of **decision making** with regard to the future as a result of the service experience through **deduction** of **implications** for the future from the service experience.	Professional 5x2=10		
		Personal 5x2=10		
		Social Resp. 5x2=10		
	TOTAL	90		
	CALCULATED TO	10		

Table 4.5: SL Assessment Plan

FORMATIVE ASSESSMENT		SUMMATIVE ASSESSMENT	
Activity	Weight	Activity	Weight
SWOT Analysis *(individual mark)*	5%	Final analytic reflection paper *(individual mark)*	30%
SL Contract *(group mark)*	5%	Final reflective presentation of photo journal *(group mark)*	20%
Online Journals *(individual mark)*	30%	Letter to community *(individual mark)*	20%
Discussions with community partners *(group mark)*	3 x 10% = **30%**	Peer assessment *(individual mark)*	10%
Class presentations of photo journals *(group mark)*	3 x (5% peers + 5% lecturer) = **30%**	Mentor assessment *(individual and group mark)*	5% (group) + 5% (individual) = **10%**
		Community and service partner assessment *(group mark)*	10%
TOTAL:	100%	TOTAL:	100%
FORMATIVE (100%) + SUMMATIVE (100%) / 2 = FINAL MARK (100%)			

4.5. CONCLUSION

This section started by providing background information regarding reflection, the importance of reflection in service learning and practical considerations of reflection in this service learning module. It was followed by an integrated reflection and assessment plan where learning outcomes were integrated with reflection activities and assessment strategies. Thereafter, information was provided regarding the specific reflection and assessment methods that will be utilised in this module. Reflection and assessment will ensure that service will be purposeful and meaningful to both student and community.

ASSIGNMENT

Ensure that you understand exactly what is expected of you in this service learning module with regard to reflection and assessment. Then compile an outline for your portfolio of evidence that will be submitted at the end of this module to organise your reflection and assessment activities.

ADDITIONAL READING

The following material is available on the UFS Website. Enter www.ufs.ac.za *into your browser then follow the following links: Community Engagement → Service Learning → Resources → Service Learning Articles.*

Eyler, J. 2002. Reflection: Linking Service and Learning – Linking Students and Communities *Journal of Social Issues,* 58(3):-534.

Felten, P, Gilchrist, L.Z. & Darby, A. 2006. Emotion and learning: Feeling our way toward a new theory of reflection in service-learning. *Michigan Journal of Community Service Learning,* Spring: 38-46.

Kottkamp, R. 1990. Means for facilitating reflection. *Education and Urban Society,* 22(2), 182-203.

THEME OUTCOMES

Upon completion of this theme, the student should be able to:

- Discuss the key ethical issues to be considered in a service learning module.
- Critically reflect on ethical issues that may arise in the course of the service learning module.
- Demonstrate an appropriate attitude and communication skills required for building trust when working with mentors, staff and external partners.
- Effectively apply the logistical and risk management arrangements involved in this service learning module.

THEME OUTLINE

5.1. Introduction

5.2. Logistics

5.3. Risk Management

5.4. Ethical Considerations in Service Learning

5.5. Conclusion

5.1. INTRODUCTION

Langseth (2000:247-248) contends that relationships are central to service learning – in essence the "building blocks for change." It is thus extremely important that all of the relationships that exist within the service learning module be valued and protected in order to enhance the value and sustainability of the module. The interdependent relationships between HEI, the community, service sector partners and students have to be cherished and protected (see Figure 5.1). In order to assist us in cherishing and protecting these relationships, guiding principles are necessary to ensure that all parties know what is expected of them. Some of these principles have been discussed in previous chapters (e.g. "Becoming Effective Agents of Change" and "Partnership Development" provide guidelines to fostering the relationship between the HEI and community). Others as suggested in Figure 5.1 will be addressed here.
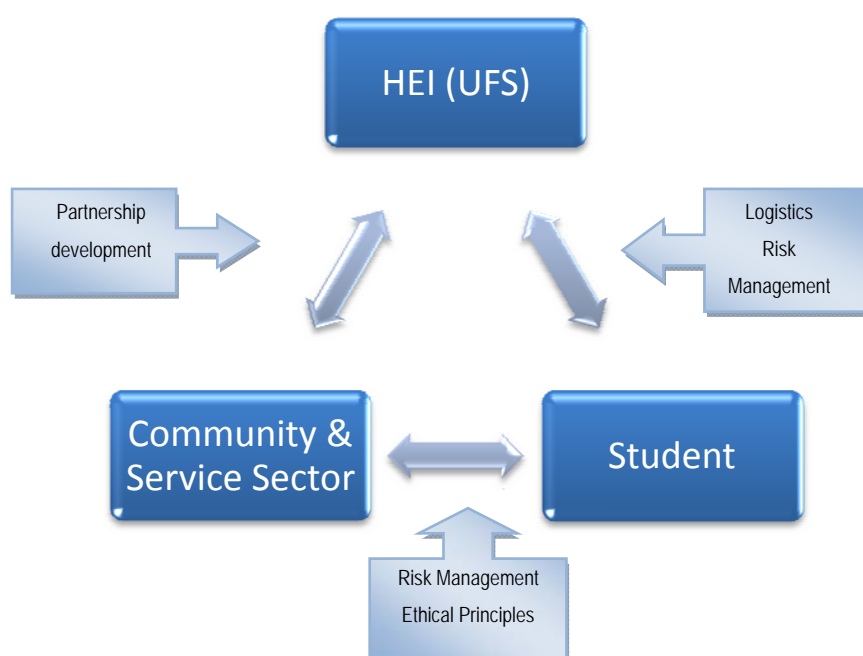
Figure 5.1: Guiding principles in Fostering Relationships in Service Learning

Use this space to orientate students to what they should expect from this theme. Example from Occupational Therapy is provided.

This theme in the module guide will outline the practical considerations of participation in this module as it pertains to logistical arrangements, risk management and ethics. Please note that students will be expected to take cognisance of related documents from other modules in the Occupational Therapy Program, including the Occupational Therapy Guide and Module Guides, in addition to the information contained in this document.

5.2. LOGISTICS

Use this space to orientate students to the logistical arrangements involved in this module. Example from Occupational Therapy is provided.

5.2.1. Module Timeline

This module will be presented throughout the year (i.e. first and second semester). The assessment schedule outline was presented in the previous section of this guide. Students should please refer to their rosters as presented to them by the Department of Occupational Therapy for exact dates and timeslots on which service learning activities are scheduled. The provisional program is as follows:

Date	Time	Venue	Activity	Related Activities
			FIRST QUARTER	
29/01/2010	*10:00 – 13:00*	*TK, Dept. Of OT*	*Orientation Lecture*	*SL Class Debate*
05/02/2010	*10:00 – 13:00*	*SL Site*	*Site Orientation*	*Start online journal entries*
12/02/2010	*10:00 – 13:00*	*SL Site*	*SL Activities Orientation*	*Due date: SWOT Analysis (Monday)*
19/02/2010	*10:00 – 13:00*	*SL Site*	*SL Activities*	*Due date: SL Contract (Monday)*
26/02/2010	*10:00 – 13:00*	*SL Site*	*SL Activities*	
05/03/2010	*10:00 – 13:00*	*SL Site*	*SL Activities*	
12/03/2010	*10:00 – 13:00*	*SL Site*	*SL Activities and Reflective Discussion*	*With community partner and lecturer*
19/03/2010	*10:00 – 13:00*	*SL Site*	*SL Activities*	
26/03/2010	*10:00 – 13:00*	*TK, Dept. Of OT*	*Reflection Day Mentor meeting*	*Presenting photo journals*
			SECOND QUARTER	
16/04/2010	*10:00 – 13:00*	*SL Site*	*SL Activities*	
23/04/2010	*10:00 – 13:00*	*SL Site*	*SL Activities*	
30/04/2010	*10:00 – 13:00*	*SL Site*	*SL Activities and Reflective Discussion*	*With community partner and lecturer*
07/05/2010	*10:00 – 13:00*	*SL Site*	*SL Activities*	
14/05/2010	*10:00 – 13:00*	*TK, Dept. Of OT*	*Reflection Day Mentor meeting*	*Presenting photo journals*

THIRD QUARTER				
16/07/2010	08:00-13:00	SL Site	SL Activities	
23/07/2010	08:00-13:00	SL Site	SL Activities	
30/07/2010	08:00-13:00	SL Site	SL Activities	
06/08/2010	08:00-13:00	SL Site	SL Activities	
13/08/2010	08:00-13:00	SL Site	SL Activities	
20/08/2010	08:00-13:00	SL Site	SL Activities and Reflective Discussion	With community partner and lecturer
27/08/2010	08:00-13:00	SL Site	SL Activities	
03/09/2010	08:00-13:00	SL Site	SL Activities	
10/09/2010	08:00-13:00	SL Site	SL Activities	
17/09/2010	08:00-13:00	TK, Dept. Of OT	Reflection Day Mentor meeting	Presenting photo journals
FOURTH QUARTER				
08/10/2010	08:00-13:00	n/a	Preparation for Feedback Day	Due date: Letter to community (Monday)
15/10/2010	08:00-13:00	Medical Faculty	Departmental SL Feedback Day	Final presentation of photo journals
22/10/2010	08:00-13:00	SL Site	Community Feedback and Assessment	Obtain assessment from community partner Hand in peer and mentor assessments
29/10/2010	08:00-13:00	TK, Dept. Of OT	Module Assessment	Due date: Final analytic Reflection Paper

5.2.2. Transport

As per departmental policy at the Department of Occupational Therapy at the University of the Free State, students will be required to make use of their own transport to and from service learning sites for which they will not be reimbursed. When dividing the groups, every effort is made to ensure that at least two students per group are in possession of a vehicle and a valid driver's licence. It is strongly suggested that students negotiate sharing of transport costs among group members.

Please refer to point 4 (Arrangements for Travelling and Transport) in the "UFS Risk Management Guidelines for Service Learning Students" document. In addition to these guidelines, please also note:

- *Only scheduled and approved SL trips are permitted and will be covered by the UFS insurance. Therefore, students are not allowed to make any additional trips to the SL site other than those scheduled in this module guide. In cases where this is unavoidable, students must seek written permission from the coordinating lecturer at least one week before embarking on such a trip.*

- *Students must keep a written log of all trips to SL sites. One log sheet per group is sufficient. A copy of the log sheet must be submitted at the end of each quarter.*

- *Students are responsible for ensuring road worthiness of all vehicles travelled in. The driver of the vehicle is responsible to perform a vehicle inspection before each trip.*

5.2.3. Budgeting and Finances

*Students will not be expected to incur any expenses other than their own travelling in the course of the service learning module. Students have a budget of **R1 000 (one thousand rand)** per group for the year in order to obtain the necessary goods for the completion of service learning activities.*

In order to gain access to these funds, the following procedure should be followed:

PROCEDURE FOR OBTAINING RESOURCES FOR SERVICE LEARNING ACTIVITIES

1. *Submit a **proposal / motivation** to the coordinating lecturer stating the following:*

- *The exact item(s) required*

- *A motivation for the need for the item*

- *Two quotes for the item from different suppliers*

The lecturer will submit the proposal to the Head of Department for approval, and depending on the amount, the Head of Department will obtain permission from higher authorities.

2. *Once **approval** is obtained, students may follow one of the following procedures:*

A. WHERE THE SUPPLIER IS A REGISTERED VENDOR WITH THE UFS (RECOMMENDED PROCEDURE):
Obtain a formal written quote from the preferred / approved supplier (the quote should be made to the Department of Occupational Therapy, UFS) → Submit the quote to the coordinating lecturer who will fill out a Requisition form → The lecturer will obtain a Purchase Order from the Provisioning Section of the UFS → The Purchase Order is presented to the supplier, who will then supply the items specified on the Purchase Order together with an Invoice made out to Department of Occupational Therapy, UFS → the Invoice is submitted to the coordinating lecturer who will send it through to the Provisioning Section to process payment.

B. WHERE THE SUPPLIER IS NOT A REGISTERED VENDOR WITH THE UFS:
Obtain a vendor registration form from the coordinating lecturer and follow the procedure in A. (RECOMMENDED) OR

Purchase the goods from the supplier and obtain a proof of payment (e.g. a cash slip) → present the cash slips to the coordinating lecturer together with the exact details of items purchased as well as the banking details of the student who paid for the goods → the coordinating lecturer will fill out a claim form and send it through to the Finance Section and the UFS → the money will be paid back to the student.

EXAMPLES OF REGISTERED VENDORS FREQUENTLY USED:

- *Kloppers (Loch Logan Waterfront) – Hardware, electronic equipment, paint, arts and crafts, etc.*
- *Edunation (Pick 'n Pay Centre, Langenhovenpark) – Educational Toys*

Some goods (including stationery (e.g. files, paper, pencils, etc.) and refreshments (coffee, tea, sugar, biscuits)) may be obtained directly from UFS Provisioning (order via coordinating lecturer).

5.2.4. Facilitation and Supervision

Students will be supervised on-site by the coordinating lecturer on an ad-hoc basis (i.e. not on every visit), AND community representatives and/or service sector representatives and/or senior (fourth year) students working in the area. Students are encouraged to make optimal use of the coordinating lecturer when she visits the service learning site (i.e. asking questions, asking for practical assistance, etc.). Should you be unable to attend a specific service learning timeslot, it is your responsibility to communicate this to the coordinating lecturer, service sector representative AND community representative before service activities are supposed to commence. .

The responsible supervisors for the respective first year service learning sites are as follows:

Area	Coordinating Lecturer	Community Representative	Service Sector Representative
Play School Crèche	Mrs. E. Janse van Rensburg (084 444 8888)	Me. Grace Oliphant (071 4787 3534)	Me. Amanda Botha (082 441 5611)
Hilton Crèche		Me. Lerato Makheta (no number)	Me. Millicent Jansen (083 7112 933)

5.3. RISK MANAGEMENT

It is important to note that the UFS places a high priority on the safety of its students. Risk management forms part of good practice in service learning, and is the co-responsibility of every student involved (UFS Risk Management Guidelines for SL 2009). Therefore, attendance of the service learning orientation lecture, that will also address issues related to risk management, is compulsory and no student may be allowed to enter into service learning activities without attending such an orientation. The section that follows will aim to provide brief overview of risk management as it pertains to this service learning module.

5.3.1. Definitions

Risks may be defined as "the possibility of loss, injury, disadvantage or destruction" (Simmons 2003 in CHE-HEQC 2006:113).

Risk management is an organised process whereby risks are addressed and consists of a four-step cycle of risk identification, risk analysis, risk management and risk monitoring and review (CHE-HEQC 2006:115).

Liability is "having legal responsibility for something or someone" (CHE-HEQC 2006:113). The UFS undertakes to ensure that liability exposure for staff, students and external partners is kept to a minimum (UFS Risk Management Guidelines for SL 2009).

Insurance "involves a contractual agreement that calls for one party, in exchange for a consideration, to reimburse another party for certain specified losses" (CHE-HEQC 2006:113). Students performing official, scheduled service learning activities are covered by the UFS' insurance in terms of loss of possessions or harm to the person (Cilliers 2009). Please refer to the UFS Risk Management Guidelines for SL Students for more information (Addendum A).

5.3.2. Risk Management Documentation

Use this section to provide students with information pertaining to specific risk management guidelines for your service learning module. Examples from Occupational Therapy is provided.

In an attempt to limit risks and manage incidents effectively, each SL group will be provided with a bound document that should be kept in the vehicle used for travelling to the SL site at all times. This document contains the following:

Item	Purpose
Safe Driving Guide	Provide drivers with safe driving principles in order to reduce the risk of accidents.
Pre-trip Vehicle Checklist	A checklist that will assist the driver in performing the pre-trip vehicle inspection to ensure safety of the vehicle.
Trip Authorisation Log Sheet	A log sheet containing all of the approved SL activity dates and times. Students must complete trip information with each trip.
Incident Reporting Sheet	A form on which record must be kept of all incidents or potential incidents.
UFS Risk Management Guidelines for SL Students	A copy of the UFS Risk Management Guidelines for SL Students so that students will have it at hand at all times.
Contact Information	Important contact information including emergency contact numbers, information of relevant individuals on campus, etc.

5.4. ETHICAL CONSIDERATIONS IN SERVICE LEARNING

Use this space to orientate students to specific ethical guidelines for their profession / direction of study. Examples from Occupational Therapy is provided.

*Exit level outcome 6 for qualifying as an occupational therapist in South Africa states that students will "demonstrate critical awareness to act **professionally**, **ethically and reflectively** and be responsible for own competence and actions within the professional and legislative framework of South Africa" (Professional Board of (HPCSA) for Occupational Therapy, Medical Orthotics / Prosthetics & Art Therapy 2005). Developing an ethical sensitivity is not only at the core of becoming a competent occupational therapist, but is central to becoming a responsible, accountable citizen.*

Ethics is therefore not an optional add-on to service learning, but a foundational requirement. All parties concerned in the service learning process have certain rights and responsibilities that help to shape the ethical nature of the relationships. In this section it will be attempted to provide some guidelines on specifically the rights and responsibilities of students as obtained from various sources.

Students are also expected to consult other relevant documentation on ethics (including the Occupational Therapy Code of Ethics, HPCSA Ethical Guidelines and the Department of Occupational Therapy UFS Ethical Code for Students) as is provided in the course of the first year of study in occupational therapy.

(Taken from Chapdelaine, Ruiz, Warchal & Wells 2005 and CHE-HEQC 2006 unless stated otherwise.)

5.4.1. Student Rights

Students have the right to...

- Be treated as a co-worker

- Be thoughtfully assigned

- Know as much as possible about agency organisation, policy, people, programmes and activities

- Receive orientation, training and ongoing supervision for the job expected

- Receive sound guidance and direction

- Be provided with a variety of field experiences

- Pursue leadership roles

- Voice opinions and to have ideas included in the planning of programmes, activities and curriculum

- Do meaningful and satisfying work

- Be evaluated based on service completed and learning demonstrated

5.4.2. Student Responsibilities

Students have the responsibility to...

- Be open and honest at the site from the beginning

- Understand commitments of time and tasks and to fulfil them

- Participate in evaluation when asked to do so

- Share thoughts and feelings with staff, including making the learning objectives clear to the people with whom they will be working

- Respect confidentiality

- Seek honest feedback

- Serve as ambassadors of goodwill for the project

- Be effective advocates for change when it is needed

- Enter into service with enthusiasm, curiosity and commitment

- Serve in a manner that preserves the reputation and integrity of the UFS and the agency

- Understand and act within their role and its limitations in the context of the service learning assignment

- Adhere to the policies and procedures of the community agency

- Recognize and reflect upon potential challenges to their personal value system

5.5. CONCLUSION

In this theme, practical considerations regarding logistics, risk management and ethics were outlined and discussed. This theme contains a lot of important and valuable information that is crucial to a successful service learning experience. Students are strongly advised to familiarise themselves fully with the details of this section.

ASSIGNMENT

Ensure that you understand the logistical arrangements, risk management guidelines and ethical considerations involved in this module. Refer to the UFS Risk Management Guideline. Study it, sign the document and include it in your portfolio of evidence.

ADDITIONAL READING

The following material is included in Addendum A:

UFS (University of the Free State). 2011. *Risk Management Guidelines for Service-Learning Students.* Bloemfontein: University of the Free State.

THEME 6

CELEBRATION AND EVALUATION OF THE
SERVICE LEARNING MODULE

THEME OUTCOMES

Upon completion of this theme, the student should be able to:

- Argue the importance of celebrating and evaluating the service learning module.
- Suggest ways in which the specific service learning module may be celebrated.
- Identify steps that may be taken in evaluating the service learning module as it pertains to the various parties involved.
- Anticipate and list possible challenges in the process of evaluating the service learning module.
- Identify factors in current partnerships that may influence decisions about future engagements.

THEME OUTLINE

6.1. Introduction

6.2. Celebrating the Module

6.3. Evaluating the Module

       6.3.1.   Planning Evaluation

       6.3.2.   Instruments for Evaluation

       6.3.3.   Challenges in Evaluation

6.4. Decisions About the Future

6.5. Conclusion

6.1. INTRODUCTION

*Introductory note on terminology: S*ome authors (e.g. Holland 2001:52) use the term "assessment" to indicate the process of investigating the achievement of outcomes for all parties involved. However, for the purpose of this document, the term "assessment" as used in previous themes, is used to describe the process of monitoring student learning (both formative and summative), while, like in this theme, the term "evaluation" will be used to describe the process of evaluating the impact of service learning by and for all of the stakeholders (CHE-HEQC 2006:83, Rubin 2001:25).

Celebration and evaluation of the service learning module forms the last stage of the service learning endeavour (CHE-HEQC 2006:35). When celebrating the service learning module, the contributions, progress and achievements by students, community members, service sector partners, university staff and all other parties involved are recognised. Showing appreciation for these efforts between the different stakeholders involved contributes to strengthening relationships and is vital in any successful service learning endeavour (CHE-HEQC 2006:82).

In addition to celebrating accomplishments, evaluation of the module is imperative. Because stakeholders hold different expectations for the outcomes of the service learning module, it is necessary to conduct evaluation from different perspectives in an inclusive and collaborative way (Holland 2001:53). According to Holland (2001:53), evaluation of the service learning module contributes to identifying areas for improvement; it assists in identifying strategies that were effective and those that were not, and it helps to illuminate successes that are worth celebrating.

This theme will aim to highlight the ways in which celebration and evaluation of the service learning module may be approached, as well as to provide practical guidelines and examples of how it can be done in practice.

6.2. CELEBRATING THE MODULE

Because celebrating the service learning module is aimed at showing appreciation, giving recognition and honouring the inputs of everybody involved in the endeavour, including all stakeholders in the planning of celebration(s) is a worthwhile effort to ensure that the celebration is truly experienced as such by those for which it is intended. Table 6.1 provides some ideas for ways in which celebration can take place as it relates to the different parties involved in service learning (compiled primarily from CHE-HEQC 2006:82 and Bringle & Hatcher 1996).

Table 6.1: Suggestions for Celebrating Stakeholder Contributions

Stakeholder	Suggestions for Celebration
Students	• Have a celebration day for students where they can share what they have learned (this may form part of summative assessment, however ensure that it is also a *celebration!*). • Reward students with certificates or prizes at the celebration day. • Publish student accomplishments in local or campus media. • Nominate students for recognition awards (where applicable). • Ask community or service sector partners to write a letter to students to celebrate their contributions. • Write letters of recommendation for students who displayed commitment.
Community members	• Have a celebration party in the community (or arrange for community members to attend the celebration day on campus). • Have students write thank you letters to the community. • Write thank you letters to the community on behalf of the university / department. • Publish community partnerships in the local media.
Community organisations and service sector partners	• Formal presentations may be done to celebrate the achievement of mutual outcomes. • Send student and faculty thank you letters to commemorate their efforts. • Award partners with certificates of recognition at a celebration event. • Publish collaborative accomplishments in the local media.
Higher Education partners (e.g. lecturing staff, HEI management)	• Invite partners to celebration events. • Communicate accomplishments through service learning reports, databases, or other appropriate media. • Publish accomplishments in campus media. • Nominate staff members for campus or national / international awards. • Write thank you letters to appropriate individuals. • Academic publication or conference presentations of service learning related research.

6.3. EVALUATING THE MODULE

Hay (2003:189-190) emphasises that evaluation of the service learning module is important for differing reasons for the different parties involved. Evaluation assists in the adaptation and improvement of the module to the benefit of the future student, to better address curriculum demands. Evaluation also enables revealing the extent to which community goals have been achieved, and helps to guide future decisions about the partnership and the module. Lastly, evaluation also uncovers the value of service learning on an institutional level to colleagues and administrative staff responsible for the continuation of service learning on campus – emphasising the need for communicating evaluation findings to these parties.

Alperstein (2007:60) notes that literature and research on service learning concentrates primarily on the evaluation of student outcomes. It is thus the aim of this theme to not only emphasise the importance of doing evaluation in service learning, but also to reiterate that evaluation should cover *all* parties involved in the process to stay true to the guiding principles of mutuality and reciprocity. Practical ways in which this can be done will be suggested.

6.3.1.   Planning Evaluation

Holland (2001:54) suggests that the following factors be considered before planning the evaluation:

- The purpose of the evaluation
- The recipients of the evaluation (i.e. who needs / wants the information obtained through the evaluation)
- The resources available for evaluation
- By whom the evaluation will be done
- How results from the evaluation may be used / implemented

Holland (2001:55) further suggests a framework for evaluation that may be applied to guide evaluation pertaining to all parties involved. The framework is as follows (quoted directly from Holland 2001:55):

- Goal: What do we want to know?
- Variable: What will we look for?
- Indicator: What will be measured?
- Method: How will it be measured?

This framework will guide the evaluator in planning and executing the evaluation.

Use this space to formulate an example specific to your students. Here follows an example from the field of occupational therapy:

For example, if the intended outcome for the students were to learn more about the philosophy of the occupational therapy profession and its grounding principles, the overarching goal would be to determine to what extent students have achieved this. This goal will then be broken into more specific variables ("What will we look for?"). For example, to evaluate whether....

- Students have an increased awareness of contextual factors that influence occupational performance
- Students are able to apply advocacy skills in promoting occupational justice in the community
- Students are committed to the promotion and provision of quality occupational therapy services to the extent to which they are equipped

For each variable, one will now ask "What will be measured?" For the first variable, one may look at:

- Application of this awareness in activity choices in service activities
- Inclusion of this awareness in reflections on service experiences, and articulation of future implications
- The influence of the service learning exposure on future academic performance related to contextual factors influencing occupational performance (e.g. in clinical fieldwork or theoretical tests and examinations)

Lastly one will ask "How will this be measured?" For example:

- Application in activities: Community representatives' feedback through surveys, focus groups or evaluation forms
- Inclusion in reflection: journals, interviews, focus groups
- Influence on performance: prospective monitoring

At this point, the evaluator will need to make choices regarding each of these components of the framework based on the questions asked initially (e.g. purpose of evaluation, recipients, resources, etc.).

6.3.2. Instruments for Evaluation

There is a multitude of instruments available to conduct evaluation. The choice of evaluation instrument will be based on the questions posed in section 6.3.1. Holland (2001:57) suggests a table by Driscoll and others (1998:17) to guide the decision making process. This table is represented in Table 6.2.

Table 6.2: Comparing Different Evaluation Instruments (Driscol et al. In Holland 2001:57)

Instrument	Ease of data collection	Ease of data analysis	Richness of data (descriptive)	Flexibility – open to unanticipated data findings	Promotes reflection
Survey	X	X			
Interview			X	X	X
Focus groups			X	X	X
Observations			X	X	
Syllabus analysis	X	X			
Journals			X	X	X

CHE-HEQC (2006) provides examples and templates for various evaluation instruments, including examples of pre- and post-implementation questionnaires and focus groups for students, a student evaluation form of the service-learning experience, staff evaluation of the service–learning module, feedback form for community and service sector partners and a template for a self-evaluation report. These can all be obtained from the CHE-HEQC resource on the UFS website (see References).

The UFS also has the following documents available for use:

- Pre-implementation questionnaire for students (included in Addendum B)
- Post-implementation questionnaire for students (included in Addendum B)
- Focus group guidelines for community partners (available on the UFS Website)

6.3.3. Challenges in Evaluation

Holland (2001:54) warns that before embarking on the evaluation journey, one "should begin by considering the balance between the curiosity that inspires us to question why things happen or how to make something better and the reality of the effort it takes to gain such understanding." On this journey, two potential dangers exist: the task may either seem so daunting that it is done superficially or not at all, or the "curiosity" Holland (2001:54) refers to is so big that it leads to the "misguided collection of massive amounts of data without a clear vision of the key questions..." (Holland 2001:54).

Some of the common pitfalls in evaluation include (Holland 2001:58-59):

- Insufficient planning of the evaluation process, leading to confusion and frustration for all parties involved.
- Unclear or immeasurable outcomes (or limited purpose in the evaluation process).
- Unspecific data collection leading to unmanageable amounts of raw data.
- Unrealistic or idealistic evaluation endeavours that ultimately leads to giving up the evaluation process or generating useless data.

Thorough planning of the evaluation process from the onset of the module, guided by specific questions and methods, is the only way to counter these challenges and pitfalls. If intended outcomes for all parties concerned are articulated clearly and in measurable terms even before the module commences, measuring the achievement of outcomes can be done with much more ease. Also, having a clear indication of available resources and an advance strategy for the transfer of responsibility throughout the module will assist in minimising challenges in evaluation (Holland 2001:58).

When aiming to perform evaluation of the module, one should be aware that it requires extensive dedication and investment of time and energy. As mentioned in the previous section, the availability of resources (human, non-human, time, etc.) should be a key consideration in the planning of the evaluation in order to ensure that the evaluation will be completed. The plan should stretch beyond the execution of the evaluation – it should also describe exactly what will be done with the data in order to prevent the challenge of unmanageably large amounts of data (Holland 2001:58).

Although placed as the last theme of this document, evaluation is a part of the service learning process that should be considered right from the start in order to prevent unnecessary pitfalls in the evaluation process.

6.4. DECISIONS ABOUT THE FUTURE

The conclusion and evaluation of a service learning module necessitates certain decisions about the future. In as far as the higher education institution is concerned; decisions may need to be made regarding adaptations to curriculum content, program timelines, supervision by academic staff and expectations regarding student involvement. For the community, decisions are necessary regarding future engagement – whether to continue the current partnership "as is", make adaptations, expand, or to terminate the partnership.

Decisions of this nature are complex. It is beyond the scope of this document to go into detail regarding exit strategies or strategies for terminating partnerships. However, some considerations that may assist in the decision-making process will be suggested:

- *Achievement of community goals*: the first question to ask is whether community goals that have been set as goals for the collaborative partnership have been met. If not, reasons should be considered and addressed in plans for future engagements. If goals have been met, one should enquire into the need for the continuation of the partnership (e.g. whether new goals have arisen).
- *Adherence to principles of partnership*: by definition, a "partnership" is a collaborative effort between different parties (UFS 2006:26, CHE-HEQC 2006:93). If collaboration, despite efforts to build capacity and skills, is not a characteristic of the partnership, the partnership should be re-evaluated and reasons for problems identified. Decisions about future engagements may then be based on a thorough investigation of the positives and negatives of the partnership.
- *Financial sustainability*: resources are usually limited for all of the parties involved in the service learning endeavour. Service learning modules are usually more expensive to run than conventional modules, and are therefore dependent on funding. The financial sustainability of the partnership from all sides should be considered when making decisions about the future. Initial commitments to partnerships should clearly spell out this condition, as one may potentially elicit ethical dilemmas when forced to withdraw from a service learning endeavour unexpectedly purely as a result of financial constraints.
- *Compatibility and ability to accommodate student schedules / tasks / supervision*: as with the initial decisions about partnerships, compatibility and the community partners' ability to accommodate the students should be revisited when making decisions about the future. Once a module has been implemented, the realities of compatibility and accommodating students usually become clearer than it would have been initially when challenges could have been masked by the ideals and hopes for the service learning partnership. Revisiting and re-evaluating these aspects of the partnership is imperative when making decisions about the partnership.

Essentially, one will aim to answer: "Did this work?" Investigating the reasons for the answer to this question will guide the direction that the partnership should take. Do remember that decisions about the future of the partnership should be a collaborative process involving all stakeholders in an enabling way.

6.5. CONCLUSION

Rubin (2001:26) professes: "Service-learning is not an exact science... We often learn more from our failures than from our successes." Celebrating and evaluating the service learning venture will provide stakeholders with the opportunity to recognise achievements and successes and to learn from failures to the ultimate benefit of all stakeholders involved presently and in the future.

ASSIGNMENT

Reflect on your service learning experience. After studying this theme, make suggestions for ways in which your module may be celebrated.

ADDITIONAL READING

The following material is available on the UFS Website. Enter www.ufs.ac.za into your browser then follow the following links: Community Engagement → Service Learning → Resources → Service Learning Articles.

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May your service learning experience will be a truly fulfilling journey that will take you on a road less travelled, but worth every step! May you grow as a professional, as an individual and as a citizen. May you learn about your profession, about yourself and about the community. May you discover that giving to others is the biggest gift you can give yourself.

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ADDENDUM A:

UFS RISK MANAGEMENT GUIDELINES FOR SERVICE-LEARNING

Risk Management Guidelines
for Service Learning:
LECTURERS

1.   Preamble

Since the adoption of its first Community Service Policy in 2002 the University of the Free State (UFS) had recommitted itself to the integration of its core functions of teaching, learning, research and community service (CS). The revised Community Service Policy (2006) reaffirms and extends this commitment and also recognises the importance of open systems of knowledge-generation in close and cooperative interaction with, and in the interest of, the broader society, thus answering to the challenges of the current South African development context through the production of socially relevant forms of knowledge.

One of the key implementation strategies towards achieving these goals is the priority given in the Policy to the inclusion of compulsory service learning (SL) modules in all academic programmes (at least one per programme). This prioritisation is informed by the proven record of service learning as a credit-bearing educational approach that leads to a deeper understanding of the linkage between curriculum content and community dynamics, as well as the achievement of personal growth and a sense of social responsibility in students and staff involved.

The CS Policy specifically states that the UFS will initiate and implement steps aimed at addressing the potential risks and liabilities associated with community service activities, and in this instance specifically regarding SL activities that UFS staff, students and external participants engage in while upholding a spirit of mutuality and reciprocity.

It should be noted from the outset that this document is not intended to cover the intricacies that exist in each and every field of community-based learning, associated placements, and specific academic requirements prescribed. It is a broad guideline to make SL staff members, students, and external partners aware of preventative (and, where necessary, liability) risk management practices. This guideline, therefore, is not intended to prohibit SL, but rather, to create a safe and positive service-learning environment where risks have been minimised. Prevention is always better than cure.

These guidelines are intended to further every SL role player's best interest and to encourage quality risk management practices.

2.   Points of Departure

The following constitute the points of departure for service learning risk management at the UFS:

2.1   The University places a high priority on the safety, health and fulfilment of its staff and students – on campus as well as away, such as when engaged in SL activities.

2.2   Through its designated staff members, the University will take steps to identify potential dangers that are reasonably foreseeable, and will take precautionary steps to reduce possible risks involved in SL activities; and will further ensure that liability exposure (for staff, students and external partners) is kept to a minimum.

2.3   Risk management forms part of good practice in SL as it creates an awareness of and commitment to providing quality service among staff and students alike.

2.4   Risk management strategies and procedures should be adequately clarified during the orientation of the SL students and ought to be formalised in written form, either as a contract or information pamphlet. Precautionary measures should be part and parcel of the designing, planning, development, write-up and implementation of the SL module.

2.5   The UFS undertakes to make available training/orientation pertaining to emergency situations, risk management strategies and insurance policies to members of staff who are engaged in SL.

2.6   It is a responsibility of the individual faculty, through its CS Portfolio Committee, to appoint a panel of knowledgeable persons (e.g. experienced SL staff and SL site supervisors) to advise staff members who wish to implement SL modules. This panel should provide assistance with the evaluation of SL placements, and consider adequacy of the precautionary measures on a regular basis.

2.7   It is assumed that UFS faculties/schools will develop, or already have developed, safety guidelines specific to the placement and training of their students in addition to these SL guidelines, if required (e.g. guidelines regarding needle stick and sharp injuries in the Faculty of Health Sciences).

2.8   Each and every SL student has co-responsibility to ensure his/her own safety by keeping to safety measures and procedures throughout his/her participation in SL; this constitutes an essential element of his/her development as a responsible citizen and future professional service provider.

2.9   Agreements should be entered into with the provincial/local authority and/or community service organisations in terms of which the authority/organisation undertake to collaborate with UFS staff and co-supervise the work of the "placed" SL students in return for the service being rendered to the community.

2.10   A student's participation in SL should be considered against the backdrop of the declaration signed by all students as part of the UFS Application Form, in which the student acknowledges, inter alia, that participation in the degree/diploma is voluntary and that there may be "known and unknown risks and dangers" inherent in his/her participation in the degree/diploma and the "related activities".

2.11 In essence, risk management should be the responsibility of all partners; and while there are indeed risks, the University is sufficiently convinced that these are outweighed by the advantages of engaging in SL.

3.   Definition of Terms

The UFS defines service learning (SL) or "community service learning" as "*an educational approach involving curriculum-based, credit-bearing learning experiences in which students (a) participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community, and (b) reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and community dynamics, as well as achieve personal growth and a sense of social responsibility. It requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the service sector)".*

The above definition serves as the basis for discussions regarding risk management matters in this document.

In order to further refine the SL risk management focus, the following basic terms need to be defined (cf. *Service Learning in the Curriculum*, pp. 112-113):

Risk management is formally defined as the process whereby an organisation (higher education institution – 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. 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 during the implementation of a service learning module or project. This helps the organisation (HEI) to take control of the risks that cannot be avoided.

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

Liability in general includes almost every type of duty, obligation, debt, responsibility or hazard. More specifically, legal liability indicates under which circumstances a person is obliged to bear the damage he/she has caused another. To found liability as a matter of course, certain requirements must be met, namely the act of a person, wrongfulness, fault, harm and causation.

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 also includes 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 worker's 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 affect the parties.

Insurance involves a contractual agreement that calls for one party, in exchange for a consideration, to reimburse another party for certain specified losses.

4. Guidelines for UFS Staff Involved in Service Learning

It is important that UFS staff members should be aware of the potential risks of implementing a SL module and disclose this in the module study guide. Students need to be prepared to perform their SL tasks in a professional, responsible and safe manner – both for their own sakes and those of their clients.

The idea with the following guiding principles and lists of guidelines is not to discourage prospective staff and students to engage in SL, but to make the SL environment safer and more conducive of positive outcomes for the University, staff members, students, service sector partners and community members alike.

4.1 General guidelines for UFS staff members

A UFS staff member who is responsible for a SL module should take the following guidelines into account:

4.1.1 Assume primary responsibility for, and take reasonable steps towards ensuring the safety of SL students and community members, in close collaboration with other staff involved and external partners.

4.1.2 Contemplate and be sensitive to reasonable foreseeable risks.

4.1.3 Understand that staff members who are involved in SL should play an active role in ensuring safe and healthy SL conditions for the students.

4.1.4 Take responsibility for the orientation of students regarding safety, liability and ethical matters before the SL commences.

4.1.5 Take all reasonable precautions to ensure that the SL students are not exposed to foreseeable danger in the course of their involvement in SL activities.

4.1.6 Adhere to relevant UFS policies and procedures, and, in addition develop procedures to deal with emergency situations that are specific to the placement of your SL students and review them periodically.

4.1.7 Keep emergency contact information (faculty contact person/student/SAPS/ hospital/placement centre/ambulance/emergency service) readily available and keep (make available) copies of emergency procedures at the University and placement site at hand for the duration of the SL course.

4.1.8 Ensure that students have at least one cell phone that is available for use (with emergency numbers entered into the cell phone). Students should receive orientation regarding the use of the relevant contact numbers in an emergency situation.

4.1.9 Build a good relationship with the SAPS and other emergency personnel and make arrangements ahead of time for the speedy rendering of assistance in the event of an incident or the provision of information about local unrest/dangerous areas/obstructed routes.

4.1.10 Investigate placement centres and do site reviews before, during and after the SL module is offered, if at all possible. This might not be required in the case of post-graduate students who will choose/find their own SL sites.

4.1.11 Provide campus and SL site orientations to familiarise students with policies, procedures and risks involved in the specific service activities they will engage in and the populations they will serve. This should be undertaken in conjunction with external partners at the community sites or centres.

4.1.12 Ensure that all students sign the attendance register on the day when the risk management guidelines are discussed in class. For quality and risk management purposes UFS staff members are required to keep this register on file.

4.1.13 Know that staff members will be indemnified and protected by the University (insurance coverage, i.e. professional indemnity and liability coverage), provided that the staff member was acting within the scope of his/her employment.

4.1.14 Remember that reporting of incidents should ideally take place within 24 hours, or as soon as possible.

4.1.15 Staff members who transport more than 12 persons at a time are required to have a professional (endorsed) public driver's licence.

4.2 Guidelines for placement site visits

When visiting a potential SL placement site, staff members are advised to follow the guidelines provided below:

4.2.1 Investigate placement centres thoroughly beforehand and identify any potential dangers (preferably in consultation with the service provider).

4.2.2 Provide alternative placements and/or opportunities for students in SL courses to avoid potential risks and considering the safety needs of any student.

4.2.3 Be aware of special rules and regulations regarding placement centres that work with children, the elderly, and persons with disabilities.

4.2.4 Keep proper records of the individual SL student's schedule of service and whether the service was indeed rendered.

4.2.5 Enter into agreements with the placement site authorities, local authority and/or provincial departments or community-based organisations to outline what their roles and responsibilities will be regarding supervision and assessment of SL students. Capture all decisions in writing.

4.2.6 Divulge contact information of the site supervisor to the students.

4.2.7 Provide the location of the site and directions via personal or public transportation, preferably in the form of a map with clear indications.

4.3 Guidelines for Service Learning student orientation

UFS staff members need to consider the following when planning orientation sessions for students:

4.3.1   Remember that campus and/or site orientations should be adapted to accommodate variations among SL modules, academic departments and placement centres.

4.3.2   Compel students to attend SL orientation and training sessions to enable them to make an informed decision relating to risks involved.

4.3.3   The first session should take place on campus informing students about the service provider and the nature of their service placements.

4.3.4   The second session ought to be presented by a senior service sector or community representative and should take place at the site where students are going to serve, informing them about emergency policies, work procedures, and other rules and regulations of the site.

4.3.5   Discuss the SL module with students so that they fully understand their responsibilities, the outcomes, goals and objectives of the module.

4.3.6   Don't assume that students are aware of such issues as liability or sexual harassment issues. Let them ask questions to adequately address uncertainty.

4.3.7   Let students give informed consent indicating their awareness of security matters by signing the attendance register on the day when safety matters are discussed in class. Keep this register on file.

4.3.8   Discuss safety measures and security issues in the course of the orientation of SL students. Make essential information regarding reasonably foreseeable risks available in pamphlet form/writing. Do not give a false or misleading impression of security or protection.

4.3.9   Don't assume that student fees will automatically absorb incidental SL costs or that the placement centre will pay such expenses. They can be an additional financial burden for SL students. Discuss this with the SL students in advance.

4.3.10 Be aware that special insurance policies for professional coverage (and others) are available for specific students and programmes (i.e. nursing).

4.4   Guidelines for the safety component of the Service Learning study guide

The safety guidelines included in the SL study guide should comprise the components listed below, as well as additional guidelines required by any specific field of training (e.g. medical, nursing or allied health profession).

4.4.1   Include a description of the nature of the SL experience and placement.

4.4.2   Specify the rights/duties and responsibilities of the students in SL experience and placement.

4.4.3   Stress that the SL experience is compulsory. Offer an alternative for students who, for an acceptable reason, cannot follow the specified SL. Allow students to select their placement sites randomly (as far as possible).

4.4.4   Stress the mandatory attendance of campus and on-site orientation in connection with the SL course.

4.4.5 Stipulate the duration, total number of hours per week/quarter/semester of the SL module. Distribute the SL over a consistent period of time. Make the process clear by means of a calendar of events and guidelines of control and grading.

4.4.6 Include important (and emergency) contact information, as well as that of the agent/service provider/supervisor. This may even be distributed by means of a separate handout or sticker/disk.

4.4.7 Indicate the location and route to the placement site and divulge information about transportation, safety and emergency procedures.

4.4.8 Identify the collaboratively identified service needs of the community that will be met through the SL placement.

5. Guidelines for Service Learning Students

The point of departure that guides this section of the risk management document is that each and every SL student has a co-responsibility to ensure his/her own safety by keeping to safety measures and procedures throughout his/her participation in SL. Through this aspect of the SL experience students are afforded an opportunity to better prepare themselves for the world of work where they might be required to venture into new territories. The following sets of guidelines should be included in the SL study guides of students.

5.1 General guidelines for students

All SL students are required to adhere to the following:

5.1.1 Participate in orientation, training and ongoing supervision for the SL experience.

5.1.2 Be sure to sign the attendance register for the day on which the risk management guidelines are discussed in class.

5.1.3 Be punctual and responsible in completing your commitment regarding time and task to the service provider/community.

5.1.4 Follow the appropriate dress code.

5.1.5 Always identify yourself when engaging with community members in order to ensure that they know that you represent the UFS as a service learning student, and that they understand what the purpose of your involvement is.

5.1.6 Inform a staff member or the service provider if you know you will be late or not able to make it at all – this is not only professional courtesy, but indicates your whereabouts.

5.1.7 Keep all information about clients you work with confidential.

5.1.8 Show respect for the supervisor, staff and clients at the placement site.

5.1.9 Be aware that you serve as ambassador of goodwill and are representing your University.

5.1.10 Talk to your lecturer or another appropriate staff member if you experience any problem or may become aware of safety risks at the placement site.

5.1.11 Sign in at the placement site every time you are there (if required), and record your service hours on your time record form. This will not only ensure that you receive credit for the hours you have served, but will help to allocate responsibility.

5.1.12 If you are uncomfortable with the placement site, you may request an alternative one. Do not just change by yourself.

5.1.13 Refrain from smoking when engaged in SL activities, especially where children are around.

5.1.14 DO NOT engage in any type of business with clients for the duration of your SL.

5.1.15 DO NOT give advice to clients that could have financial implications for them; always consult with your lecturer if such a temptation arises!

5.1.16 Ensure that you act within the scope of the set outcomes of your SL assignment and remain within your current level of competency. If in doubt, consult your lecturer or site supervisor.

5.1.17 Know that the University has limited insurance coverage (i.e. professional indemnity and liability coverage), which may make provision for your actions, depending on the specific circumstances, and provided that you act within the scope of your SL duties as outlined in your study guide.

5.1.18 It should, however, be kept in mind that the UFS is not liable for any injuries and/or damages a student may suffer through his/her own doing. It is recommended that students discuss this matter with their own insurers.

5.2   Guidelines for students entering an unfamiliar community

When you embark on your service learning activities in an unfamiliar community, you should adhere to the following guidelines, which will enhance your learning experience:

5.2.1   Make an effort to know your site supervisor. Ask him/her questions about the area. Solicit his/her advice on what precautions you need to take to avoid hazardous situations.

5.2.2   Familiarise yourself with the area. Get to know the location of phones, 24-hour stores, police stations, agency staff, other service agencies in the area and local businesses.

5.2.3   Be familiar with 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.

5.2.4   Be accessible. Provide the phone number of your service site and a schedule of your hours to a relative or friend before leaving to do service learning.

5.2.5   Work in pairs. Try not to be alone with clients without adequate supervision within close proximity.

5.2.6   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.

5.2.7 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.

5.2.8 Do what feels right. If you do not feel comfortable or safe when participating in a certain activity, do not hesitate to share your feelings with your site supervisor or another appropriate person. You are not required to participate in any activity that makes you feel uncomfortable or unsafe.

5.3 Safety guidelines for students

In addition to the above guidelines, also take note of the following:

5.3.1 Make sure that you know who to ask for help at the University and the placement site in encountering any kind of SL problems, or when in doubt, and in case of emergency.

5.3.2 Make sure that you know how to handle emergencies or where to get help on your way to or exiting from the placement site.

5.3.3 Again: Visit the placement site in pairs and trios – never alone.

5.3.4 When you embark on SL excursions, ensure that the lecturers always know exactly where you are. Deviations from the programme should be communicated to the staff member.

5.3.5 DO NOT report to your placement site under the influence of drugs or alcohol.

5.3.6 DO NOT give or loan your client money or other personal belongings.

5.3.7 DO NOT make promises or commitments to a client that you cannot keep.

5.3.8 DO NOT tolerate or engage in a verbal exchange of a sexual or discriminatory nature or engage in behaviour that might be perceived as sexual or discriminating with a client or service provider.

5.3.9 DO NOT enter into a personal relationship with a client or service provider during the SL placement.

5.3.10 DO NOT wear or carry conspicuous jewellery and other expensive items. Conceal cell phones.

5.3.11 Act promptly if subjected to severe medical risks or infectious diseases at the placement site.

5.3.12 Should any problem arise while you are working in the community, you should immediately contact the nearest police station and enquire about the safest/recommended route to leave the area.

5.3.13 Report any incidents with your lecturer and/or site supervisor as soon as possible.

5.4 Arrangements for travelling and transport

Since SL students almost always engage in off-campus activities, the following arrangements for travelling and transport should be followed:

5.4.1 The driver of a vehicle transporting SL students should have a valid driver's licence older than two years and should be over the age of 20.

5.4.2 Students who transport more than 12 persons at a time are required to have a professional (endorsed) public driver's licence.

5.4.3 The driver of the vehicle should check it thoroughly (fuel/brakes/tyres/spare tyre) before departing on a SL trip.

5.4.4 Always maintain a positive attitude towards other road users, especially pedestrians.

5.4.5 Know the route and prescribed time schedules to the placement site. Be familiar with alternative escape routes.

5.4.6 Avoid high-risk crime and trouble areas *en route*.

5.4.7 Always go to the placement site during the day.

5.4.8 DO NOT travel alone in a car to the placement site.

5.4.9 Keep the vehicle's doors locked whilst travelling and windows preferably closed (or slightly open). Lock and immobilise (activate the alarm system/gear lock) when the vehicle is parked.

5.4.10 Park in well-illuminated parking areas if parking indoors.

5.4.11 Make sure of approved parking on the premises of the placement site.

5.4.12 DO NOT leave valuables/equipment in the parked vehicle.

5.4.13 Obey traffic rules at all times (don't speed or overload).

5.4.14 DO NOT give a client, service provider or stranger a ride in your own or a rented vehicle.

5.4.15 DO NOT drive under the influence of drugs and/or alcohol.

5.4.16 Go directly to the placement site without unnecessary stops (e.g. to buy refreshments at a shop). If absolutely necessary, stop only at safe and well-frequented parking areas.

5.4.17 Take refreshments along to the placement site to inhibit unscheduled travelling in the vicinity of the placement site.

5.4.18 Be very cautious at unusual roadblocks and accident scenes, and if flagged down by police or traffic officers, request identification without opening doors and windows.

5.4.19 Be aware of risks (like hijacking) involved in travelling by road. Be as calm as possible under stressful circumstances. Try to remember particulars of the hijackers and their escape vehicle and convey these particulars to the police and contact person as soon as it is possible.

5.4.20 The University has limited insurance coverage against claims that may arise from accidents and/or injuries during **scheduled and officially approved trips** to and from SL centres at community sites when a lecturer or student has been the driver of

a vehicle (either your own **authorised** or a rented vehicle). This means that you will be insured whether you are the passenger or the driver of such a vehicle.

5.4.21 Remember that a trip in your own vehicle will only be regarded as formally approved if you have written permission to claim for such a trip and have kept record of the kilometres travelled. Take note: If you make use of your own vehicle without such permission, please ensure that your vehicle will be covered by your own insurance.

5.4.22 Please note that the University's insurance coverage does not include transport in a taxi.

5.4.23 If you have a breakdown or your vehicle is involved in an accident, gather all information and call in for help (if necessary). Inform your lecturer immediately and report the accident at the nearest police station.

5.5   Communication and contact information

Each group of students must be in possession of a cell phone. Where applicable, the following telephone numbers must be available to the students and must be stored in the cell phone:

The relevant UFS lecturer, supervisor or facilitator: _____	
Flying Squad (SAPS):	051 **10111**
Report incidents at the nearest police station: _____	
Ambulance service:	051 **10177**
Emergency services: Discovery ER 24	 086 0999 911 082 951 3009
Medi-Clinic Emergency Unit (Contracted by UFS):	0800 051 051
Emergency services by air: AeroCare:	082 555 8222
Community contract person(s): _____	
Service sector contact person(s): _____	
Fellow students: _____	
Reporting an incident for insurance purposes (via your lecturer): Chief Officer: Finance (UFS) – Mr Hentie Cilliers (Timeframe: Within 2 hours for accidents and within 24 hours in cases of theft)	 051 401 3131 083 644 9405
Trauma Counselling (Up to three consultations) is covered by UFS insurance (accessed via Mr Hentie Cilliers) – provided by Europ Assistance:	083 1999
The following on-campus emergency services are available to students:	
Protection Services (Make a statement ASAP and provide Mr Cilliers with a copy)	051 401 2911
Medical Emergency Services (Kovsie Health)	051 401 2603
"If things are getting too much for me" – Contact a Counsellor at Kovsie Counselling (Social worker)	073 182 3048
Source: *UFS Student Portal	HYSteria	General – Where can I get help?* *http://studentportal.ufs.ac.za/content.php?DCode=0&DivCode=0&rid=36*	

6. The Role of External Service Learning Partners

The following guidelines are offered as a broad outline of matters that should be negotiated with external partners in an open, collaborative manner. Partners are requested to consider the following actions for risk management purposes:

6.1   Thoroughly review the SL agreement to understand the roles and responsibilities of all parties.

6.2   Assign a supervisor for SL students at your placement site.

6.3   Orientate all SL students to your organisation/agency/government institution and its policies, procedures, clientele profile and emergency procedures. This will help to ensure that SL students act in safe and productive ways during their placement.

6.4   Require SL students to sign in/out each time they serve, so that you are aware of who is at your placement centre at all times.

6.5   Communicate problems with SL students to the designated UFS staff members.

6.6   Ensure that you have the contact number of the responsible faculty member/SL student in case problems or emergencies arise, or accidents happen.

6.7   Ask for the SL study guide distributed to the SL students.

6.8   Review each student's instruction and ensure that you can help the student to meet their SL objectives.

6.9   DO NOT expect SL students to perform tasks beyond their capabilities as volunteers, or beyond their scope of work, as outlined in the SL study guide.

7. Procedure to Implement Risk Management

The implementation of the risk management code in SL placements (whether preventative or remedial) goes hand in hand with the University's approach to risk management, namely:

7.1   To place a high priority on the safety, health and fulfilment of its members of staff and students (on campus as well as away doing SL).

7.2   To take steps to identify potential dangers that are foreseeable by the reasonable person and in a fair way to reduce such risks and, whenever unavoidable, liability exposure by taking precautionary steps not to inhibit SL, but to sensitise those involved to tread lightly and contemplate foreseeable risks to minimise the risks in SL.

7.3   To provide tools (e.g. SL agreements) developed to formalise the relationships amongst the different role players.

7.1	Proposed risk management process

The ideal would be to integrate the above strategies and tools in one continuing process to complete the SL placement. The implementation of the risk management process would then be developed along the following lines:

7.1.1	Familiarise yourself with the guiding principles enumerated above, subscribing to the underlying philosophies of SL and securing the best interests of the staff member, student, community partner, and the UFS and thereby reducing risk in SL.

7.1.2	Design the SL module and study guide, including the comprehensive student orientation guidelines (compiled in consultation with the external partners) and inform students accordingly.

7.1.3	As a risk management tool, the SL study guide ensures that the student has been made aware of the guidelines for and limitations of SL, and that the risks associated with SL placement have been read, discussed and understood.

7.1.4	Create a new partnership with a suitable community-based partner or proceed with the specifics of an existing SL placement. Review the guidelines for SL site visits. Meet with the supervisor of the community-based site.

7.1.5	Draft the agreement between the external partner(s) and the University (or authorised signatory). The contents of the agreement should be negotiated with as few as possible changes to the constant and unchangeable segments thereof (for legal and practical risk management reasons), but nevertheless in a way promoting open and reciprocal community partnerships. After having had enough time to look the agreement over, recommend amendments (if necessary, acceptable and manageable), and having reached consensus, the agreement can be signed by the parties.

7.1.6	After the partnership agreement between the University and community partner has been agreed on and signed, the SL placement specifics are sorted out between the faculty member and the community partner. This is done along with logistical information and orientation requirements in accordance with the orientation guidelines (above). All these items are incorporated in the SL study guide, which has been developed in congruence with the community partnership agreement and meetings.

7.1.7	Develop risk management procedures for the SL module and include it in the study guide.

7.1.8	Discuss risks and preventative conduct/emergency policies/accident procedures/liability issues with students during orientation.

7.1.9	Facilitate the signing by all students of the relevant attendance register on the day when the risks management guidelines are discussed in class.

7.1.10	Facilitate orientation of students by staff at placement centres.

7.1.11 Keep a register listing incidents related to your SL module.

Date	Place	Nature of incident	Persons involved	Remedial action taken	Financial implications

7.2   Codifying the service learning relationship

Codifying a relationship in writing can serve many useful purposes, for instance, ensuring that the parties have a shared understanding of the nature and extent of their work together, holding all parties accountable for the roles and responsibilities they have agreed to, clarifying legal obligations (*inter alia* evaluation, assessment, and supervision), and the management of risks.

At a minimum, the written partnership agreement (as far as risk management is concerned) should include the following, as delineated in the UFS Guidelines for Service Learning Collaboration (Annexure A):

7.2.1   Each partner's expectations and anticipated benefits of the partnership.

7.2.2   The roles, responsibilities and key tasks for each partner, along with a corresponding timeline.

7.2.3   The partnership's intended outcomes.

7.2.4   The partnership's risk management plan and what each partner's role will be in risk management.

7.2.5   The partnership's anticipated products and any copyright or ownership issues.

7.2.6   Renewal process (if there is a desire to continue for the foreseeable future).

7.2.7   Incorporation of general provisions pertaining to indemnification (i.e. allocation of responsibility for negligent conduct occurring in the performance of the agreement, and holding harmless provisions based on the need of the contracting parties); minimum general liability insurance and vehicle and property coverage – the University may absorb this coverage if the community partner is not able to do it and if the SL experiences are valuable enough to warrant it; status of students as volunteers (not employees) of the community partner or University; governing laws (such as The Compensation for Occupational Injuries and Diseases Act; the Workman's Compensation Act and privacy of clients); limitation on the assignment of the agreement; alteration or variation of the agreement; endorsement policy as to products and services; survival of agreement, warrantees or clauses after termination thereof; severability of valid and unenforceable provisions; and encompassing nature of agreement.

7.2.8   Proper designated signing (by competent parties to) and dating of the legally binding agreement.

The following form is appended to indicate what such documents should include: *Guidelines for Service Learning Collaboration* (Guidelines for negotiating the rules of engagement for service learning among the following parties: representatives of the relevant University departments, community representatives and a service sector partners). Be sure to check with the University's risk management consultants or attorneys before using a form based on these samples.

References and Resources

This document should be read in conjunction with Chapter 6, "Risk Management and Agreements for Service-Learning", of the publication *Service-Learning in the Curriculum. A Resource for Higher Education Institutions* (June 2006, HEQC/CHE and JET Education Services).

Available at: www.ufs.ac.za/servicelearning

Other references:

Best Practices for Managing Risk in Service Learning. Community Service Learning in The California State University.

Available at: www.CalState.edu

Higher Education Quality Committee (HEQC). 2006. *Service Learning in the Curriculum: A resource for Higher Education Institutions.*

Relevant sections of the safety policies of the Universities of Pretoria, the Witwatersrand and Stellenbosch.

The transport and safety policy of the UFS School of Nursing.

Other information, adapted to the UFS's special needs in service learning, with inputs from various staff members.

Annexures

Annexure A: *UFS Guidelines for Service Learning Collaboration.*

Available at: www.ufs.ac.za/servicelearning

ADDENDUM B:

MODULE EVALUATION INSTRUMENTS

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

UFS
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Service Learning Student Survey
Pre-Implementation Questionnaire

Note:
This questionnaire is to be administered after the module introduction and orientation.

Module code:

Date on which questionnaire was completed: ____/____/20____

Dear Student

You are asked to complete this questionnaire because you are enrolled in a service learning module, which differs from other modules in various respects. We want to know what your understanding and expectations of this module are. Please note that your responses will be treated confidentially. If the survey is to be used for research purposes, your name will not be associated with the findings in any way.

Thank you, in advance, for your insights and contribution!

1. Student Information

1.1 Gender

Male	1
Female	2

1.2 Home language

Afrikaans	1
English	2
IsiXhosa	3
Sesotho	4
Setswana	5
IsiZulu	6
Other	7

1.3 Age

<18	1

19	2
20	3
21	4
22-24	5
25+	6

1.4 In which year of study are you currently?

1st year	1
2nd year	2
3rd year	3
4th year/Honours	4
Master's	5

2. Service Sector and Community

2.1   Name the service sector partner with which you will work during the module:

2.2   In which community will your service learning take place?

3. Understanding of Service Learning

Please state your understanding of service learning by completing the following:

"Service learning is …"

4.   Involvement in Module Development

4.1 Were you involved in the planning of the service learning module in any way?

Yes	1
No	2

4.2   If YES, please specify in what way:

5. Expectations Regarding the Service learning Module

We would like to know about your expectations of the service learning module for which you have enrolled. Please indicate your level of agreement with each of the statements below:

1 = Strongly agree	2 = Agree	3 = Neutral	4 = Disagree	5 = Strongly disagree

5.1 I think that I shall learn from the community in which I am going to work

1	2	3	4	5

5.2 I think that I shall learn from the service sector staff involved in the module

1	2	3	4	5

5.3 I expect that this module will provide me with the opportunity to apply the knowledge that I have acquired during my study period thus far

1	2	3	4	5

5.4 I expect that the service learning module will assist in preparing me for the world of work

1	2	3	4	5

5.5 I think that the service learning experience will help me to gain insight into my role as a responsible citizen

1	2	3	4	5

5.6 I think that the service learning module will contribute to my personal development

1	2	3	4	5

5.7 I think that the service learning module will require much more work than other modules

1	2	3	4	5

6. Learning Outcomes of the Module

6.1 Do you know what the learning outcomes of the module are?

Yes	1
Partially	2
No	3

6.2 If YES or PARTIALLY, please specify what you regard as the most important outcomes:

6.3 What is your understanding of the intended outcomes of the module for the community?

6.4   What do you regard as the module's intended outcomes for the service sector?

7.   Guidelines for Working in the Community

7.1   Have you been given sufficient rules and guidelines for working in the community?

Yes	1
No	2

7.2   If YES, please specify what you regard as the most important of these guidelines:

7.3   Please outline the kind of additional preparation you think you will need for working in and with the community:

8. Assessment of Learning

8.1 Do you think the assessment of the learning outcomes of this service learning module will have to be different to that of other modules?

Yes	1
No	3

8.2 If YES, please specify how the assessment should be different:

9. Remarks

Any remarks regarding your feelings, opinions and concerns about the service learning module you are about to participate in:

Thank you very much!

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

UFS UV

Service Learning Student Survey
Post-Implementation Questionnaire

Module code:		Date on which questionnaire was completed:	____/____/20____

Dear Student

You have completed a service learning module, which differs from other modules in various respects. We need to gain insight into your experiences of and perspective on the module, both for research purposes and in order to improve the module in future. Please note that your responses will be treated with confidentiality and that your name will not be associated with research findings in any way.

Thank you, in advance, for your insights and invaluable contribution!

3. Student Information

1.1 Gender

Male	1
Female	2

1.2 Home language

Afrikaans	1
English	2
IsiXhosa	3
Sesotho	4
Setswana	5
IsiZulu	6
Other	7

1.3 Age

<18	1
19	2
20	3
21	4
22-24	5
25+	6

1.4 In which year of study are you currently?

1st year	1
2nd year	2
3rd year	3
4th year/Honours	4
Master's	5

4. Service Sector and Community

2.1 Name the service sector partner you worked with during the module:

2.2 In which community did your service learning take place?

3. Understanding of Service Learning

Please state your current understanding of service learning by completing the following:

"Service learning is …"

4. Involvement in Module Development

4.1 Were you involved in the development of the service learning module and its curriculum in any way?

Yes	1
No	2

4.2 If YES, please specify in what way:

5. Experiences Regarding the Service Learning Module

We would like to know whether the service learning module came up to your expectations. Please indicate your level of agreement with each of the statements below:

1 = Strongly agree	2 = Agree	3 = Neutral	4 = Disagree	5 = Strongly disagree

5.1 I learned from the community in which I worked

1	2	3	4	5

5.2 I learned from the service sector staff involved in the module

1	2	3	4	5

5.3 This module provided me with the opportunity to apply the knowledge that I have acquired during my study period thus far

1	2	3	4	5

5.4 The service learning module assisted in preparing me for the world of work

1	2	3	4	5

5.5 The service learning experience helped me to gain insight into my role as a responsible citizen

1	2	3	4	5

5.6 The service learning module contributed to my personal development

1	2	3	4	5

5.7 The service learning module required much more work than other modules

1	2	3	4	5

5.8 The service component of the module was fully integrated into the curriculum

1	2	3	4	5

5.9 Arrangements regarding logistics (transport, schedules, etc.) were satisfactory

1	2	3	4	5

5.10 There were adequate supervision and facilitation during the service learning module

1	2	3	4	5

5.11 The service learning experience contributed to my understanding of diversity and the "celebration" of cultural differences

1	2	3	4	5

5.12 All students should do service learning modules

1	2	3	4	5

6. Learning Outcomes of the Module (Knowledge, Skills, Attitudes and Values)

6.1 Do you think that you have achieved the module's learning outcomes?

Yes	1
Partially	2
No	3

6.2   Please explain your response, whether YES, PARTICIALLY or NO:

7.   Outcomes for the Community

7.1   Do you think the community outcomes were achieved as intended?

Yes	1
Partially	2
No	3

7.2   Please explain your response:

8.   Outcomes for the Service Sector Partner

8.1   Do you think the intended service sector outcomes were achieved?

Yes	1
Partially	2
No	3

8.2   Please explain your response:

9.   Guidelines, Orientation and Preparation

9.1   Were you given appropriate guidelines and orientation for working in the community?

Yes	1
No	2

9.2   If YES, please specify what you regard as the most important of these guidelines:

9.3   If NO, please specify what additional preparation and information you should have received:

10.   Assessment of Learning

10.1   Was the assessment of the learning outcomes of this service learning module different from that of other modules?

Yes	1
No	2

10.2   If YES, please specify in what ways the assessment was different from other modules:

10.3   Do you have suggestions for the improvement of assessment for this module?

11.   Learning from Others (Reciprocity)

11.1   What did you learn from community members?

11.2   What did you learn from the service sector staff?

| |
| |
| |
| |

11.3   What did you learn from your fellow students?

| |
| |
| |
| |
| |

11.4   What did you learn from and about your lecturer(s) during the service learning experience that you would otherwise not have known?

| |
| |
| |
| |
| |

12. Personal Experience

12.1   What did you learn about yourself during your service learning experience?

| |
| |
| |
| |

12.2   Please reflect briefly on your personal experience of the service learning module:

| |
| |
| |
| |

12.3   What did you learn about the value of reflection during the service learning experience?

| |
| |
| |

12.4   What forms of personal growth did you gain, if any?

12.5   What social development did you gain, if any?

12.6   How did the service learning experience contribute to your sense of social responsibility, if at all?

13. Final Remarks

13.1   Please share any final remarks regarding your feelings, perspectives, concerns and difficulties experienced during this module:

13.2   Please share any recommendations for improvement of this module:

Thank you very much!