Welcome. As the program briefly described, our goal today is to explore if there are any academic value from service-learning experiences. Much has focused on community needs and the university’s role in meeting them through service-learning. Far less discussion has been on whether service-learning belongs in the university curricula. This workshop will concentrate on the academic value of service-learning.
In this hour, we hope to cover three items of the agenda, spending most of our time on the third, creating academically oriented service-learning courses, programs or curricula.

To get started, can we have a show of hand of those who are

- Faculty?
- Academic affairs administrators?
- Students?
- Academic support staff?
- Community sponsors/host?

How many have experience related to service-learning:

- Teaching using service-learning?
- Learning via service-learning?
- Directly supporting service-learning?
While Service-Learning is all of the above, for now, I like to emphasize the last two: Sources of teaching and learning, similar to lectures, readings, laboratory exercise, and so on that we use in teaching and learning, especially at the university level.
In search of academic values in service-learning, we need to be more specific on what it is that we are looking for or what it is that we want?

One way to determine the academic values is to answer the questions on the slide, especially the last one.

What are the course/program objectives?

- In what context?
- At what level?
- Within a major or minor?
- Within a course?
- Within a discipline or inter-disciplines?
- To learn academic knowledge or skills?
Once we know our objectives or what we want, we need, next, to get a sense of the parts of the brain we need to stimulate or activate to achieve the objectives.
Responses from the previous two slides would inform us on the type and nature of service placement that would help us achieve our objectives.

Along with defining the type of service placement, we also need to identify other SOURCES of knowledge essential to meeting our objectives. **Which source contributes to which objective?**

This, in essence, create a map or clear picture of all the SOURCES essential to fulfilling our objectives and how these parts interact with each other to generate the desirable learning.

Note that recipients of service in the community, along with the staff of the community organization are prime contributors to the experience of the learner. The learner reactions and responses to the experience also contribute to the experience. That experience with the assistance of the instructor/facilitator and existing knowledge guide and shape the reflection and observations, as well as abstract conceptualization and generalization. We should be familiar with these last two steps, as we do this frequently in conducting seminars and discussion groups in the classroom. The last step is something that we seldom lead our undergraduate students to consider, the **WHAT IFS.** But, this is possible with relatively quick response, from week to week, as students can indeed try it out leading to yet another experience or set of experiences.

All in all, it is quite similar to regular seminar and discussion in the classrooms, **except the ability to take advantage of virtual reality and the opportunity to try out variations of our conjectures.** This is the added value in of service-learning from traditional classroom-lectures-text book-tutorial learning.
This and the next slide are different ways of mapping the service-learning process that can generate both academic and affective learning.

See if you can map out by converting one of your traditional courses following the previous or any of these slides.
To summarize, the direct involvement of the faculty, who is responsible for particular academic course and program is absolutely essential.

The faculty role, however, is more than being an authority/expert of the discipline, but must enable students to **PRACTICE/DOING** (i.e. actively engaged in) the academic discipline...just like the faculty member.
Possibilities with Service-Learning

- Relationship between *theory* and *practice*
- Integration of different academic subjects
- Use of knowledge
- Learning to learn
- Diversity and pluralism in ideas and relationships

Derived from AAC workshop on Connecting Liberal Learning with the Outside World, 1989.

In considering/developing course objectives, here are some general outcomes which occur in most academic service-learning courses or programs. **What one needs to do is focus on the specific theories, academic subjects and disciplines involved for specific courses.**
Here are three more outcomes which students take away with them when they are involved in well designed academic service-learning courses and programs.

**Strengthening Undergraduate Education**

- Integrating academic and non-academic experiences of students
- Relating learning from one course to another, expanding student’s horizon to think broadly
- Assuring learning that leads to understanding and application
This slide depicts the degree of active learning in relationship to the retention rate of the learning by the learners. In many respects, service-learning requires the student/learner to experience the entire learning pyramid over and over again. Hence where’s the academic in service-learning depends on what you wish to teach and learn and mapping it out similar to how you go about choosing text and writing lectures and exams. But, do choose and include community service in your choices of teaching and learning resources for the course/program.
Feel free to contact me or share your success in finding academics in service-learning.