

## Appendix E



Center for Community  
Service and Learning



### **Glossary of Service-Learning Terms**

The following terms have been derived from the Academic Service-Learning Faculty Handbook.

**Service-Learning:** A form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development (p. 6)

**Academic Service-Learning (ASL):** A pedagogical method that enhances the curriculum by integrating academic and civic learning with authentic community service (p. 6)

**Co-Curricular Service-Learning (CoSL):** Concerned with raising students' consciousness and familiarity with issues related to various communities. An example would be an alternative Spring Breaks program (p. 7)

**Ex Corde Ecclesiae:** Meaning "From the Heart of the Church", where our tradition of Catholic Social Teaching is clearly stated. This statement is as follows on p. 9: "The Christian spirit of service to others for the *promotion of social justice* is of particular importance for each Catholic University, to be shared by its teachers and developed in its students... In its service to society, a Catholic University will *relate especially to the academic, cultural and scientific world* of the region in which it is located" (ital. in original)

**Civic Learning Objective:** Reflects learning opportunities offered by community service experiences through service-learning, as a result of the community being added as a learning context. Should be deliberately planned, along with academic learning objectives (p. 11)

**Howard's (1998) Model of "Transforming the Classroom":** Four-stage model which begins with the traditional classroom in which students are passive, teachers are directive, and all conform to the learned rules of the classroom. In the second stage, the instructor begins to re-socialize toward a more facilitative role; but the students, socialized for many years to be passive learners, are slow to change to a more active mode. In the third stage, with the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom. Frequently, during this phase, faculty will become concerned that the learning is not as rich and rigorous as when they are using the more popular lecture format, and may regress to a more directive posture. Over time homeostasis is established, and the instructor and the students achieve an environment in which mixed pedagogical methods lead to students who are

active learners, instructors fluent in multiple teaching methods, and strong academic and civic learning outcomes (p. 14)

**There are four common service-learning course models from which faculty members can choose:**

**Placement Model:** Students are placed at or choose a community agency and work with client(s) regularly for the duration of the course. The service provided by the students is a learning tool. Students gain access to populations or issues related to their courses and, in turn, provide needed assistance to the community. Students may be placed at the same site or multiple, depending on the course structure (p. 19)

**Presentation Model:** Students work in small groups to create presentations from material they are learning in the course and present to local community agencies and/or members that may benefit from their information. Faculty may require students to present in class before going into the community. Typically, presentations are youth-centered and include topics such as nutrition, exercise, college/career exploration, etc. Presentations could also be used to raise awareness about various issues such as the environment, politics, diversity, etc. (p. 19)

**Product Model:** Students utilize knowledge gained from the class to create a tangible result such as brochures or other written materials, a video, advertisement, website, etc. The product is then given to a community agency for a specific purpose. Students can work in small groups to develop products for multiple agencies or the class as a whole can create a product for one agency (p. 20)

**Project Model:** Students collaborate with community agencies to devise and implement a project that incorporates course materials and meets a community-identified need (p. 20)

**Co-educator:** The educational role that the community organization should play in a service-learning course. This role should be clearly described within the syllabus (p. 22)

**Critical Reflection:** Provides students with the opportunity to examine and question their beliefs, opinions, and values. It involves observation, asking questions, and putting facts, ideas, and experiences together to derive new meaning (p. 24)

**The ORID Model:** The ORID model provides a progression of question types designed to move students from reflecting on the concrete experience to analytical and subjective reasoning. It may be used to create journal or discussion questions and to guide assignments and activity types. The progression may be completed within one assignment and/or over the whole semester (p.25)

- **Objective:** Begin with questions related to the concrete experience. What did students do, observe, read, and hear? Who was involved? What was said? What happened as a result of their work?
- **Reflective:** Next introduce questions that address the affective experience. How did the experience feel? What did it remind students of? How did their apprehension change or their confidence grow? Did they feel successful, effective, and knowledgeable?

- **Interpretive:** Ask questions that explore the cognitive experience. What did the experience make them think? How did it change their thinking? What did they learn? What worked? How does the experience connect with classroom learning?
- **Decisional:** Finally, students are prepared to incorporate their experience into a new paradigm. They may have a shift in knowledge, awareness, or understanding that affects how they see things and, ultimately, how they will act. What will they do differently next time? What decisions or opinions have they formed? How will the experience affect their career path, their personal life choices, or their use of new information, skills or technology?

**Electronic Forums:** Electronic discussion on service-learning and course topics using a listserv, discussion board, or blog by which students contribute to. Students may respond to questions posed by the instructor, to points raised by other students, or to readings posted on the site. They may also prepare websites that document and reflect on their work.

**Engaging the Community:** In order to *engage* the community organization(s) where your students are learning, you may want to consider incorporating the following examples into your class activities:

- Invite community partners to participate in class reflection or to suggest topics
- Ask partners to share in the teaching role by reflecting informally with service-learners on the site when the opportunity arises
- Invite community partners into the classroom during the course to reflect on ongoing projects
- Invite community partners into the classroom at the end of the course to reflect on the events of the semester
- Meet with community partners after the semester is complete to reflect and discuss the service-learning partnership experience