



جامعة بيت لحم

Bethlehem University



- **The Social Sciences Department
Experience
With
Service Learning Method**

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Definition

Service-Learning is

a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities

A Venn diagram consisting of three overlapping circles. The top circle is labeled 'Academic Content'. The bottom-left circle is labeled 'Meaningful Service'. The bottom-right circle is labeled 'Reflection'. The central area where all three circles overlap is labeled 'Service-Learning'.

Academic Content

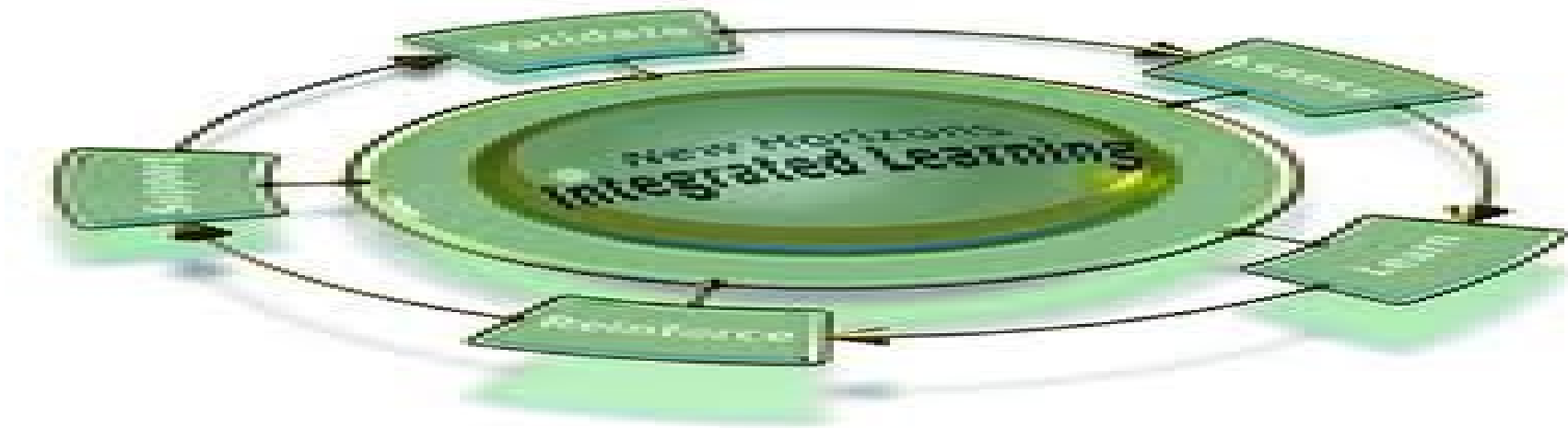
Service-
Learning

Meaningful
Service

Reflection

Defining Effective Learning and Service Experiences

- Service-learning emphasizes the learning, service, and civic engagement components of a course.
- Preparation requires a clearly articulated set of learning, service and civic engagement goals.



- The goals chosen will help the instructor identify potential community partners, the type of service experience chosen for your students, and the type of reflective opportunities and assignments appropriate for the course.

Characteristics of Effective Learning Experiences

- Achieving effective learning outcomes:



- begins with **clearly established learning goals** which identify both the academic content and tasks or competencies that students will be expected to perform upon the completion of the course. Learners should understand what they must *do* to achieve a specified competency

- involve **formative assessment** to enhance student learning throughout the service-learning course. Reflection activities before, during, and after service that emphasize connections between classroom learning and service activities in the community provide opportunities for form:



Characteristics of Effective Service Experiences

- Designing an effective service experience requires careful thought.**
- Effective service experiences involve:**

- **Dialog between faculty, students and community members** .When possible, all participants in the service-learning experience should participate in discussion of community needs and the development. implementation. and evaluation



- **Student preparation for service activities.**

- Students should receive necessary information about the community, its needs, and their community partner before service.



— SERVICE LEARNING —

- Students should be prepared for their service experience which includes an understanding of: service goals
 - their task and role
 - information required to serve
 - awareness of necessary safety precautions
 - an awareness and sensitivity to the people they work with and



- **Opportunities for students to develop skills necessary to be a contributing members of their communities . To be effective students need a variety of civic engagement skills .**



Battistoni (2002) defines the practical skills of engaged citizenship as:

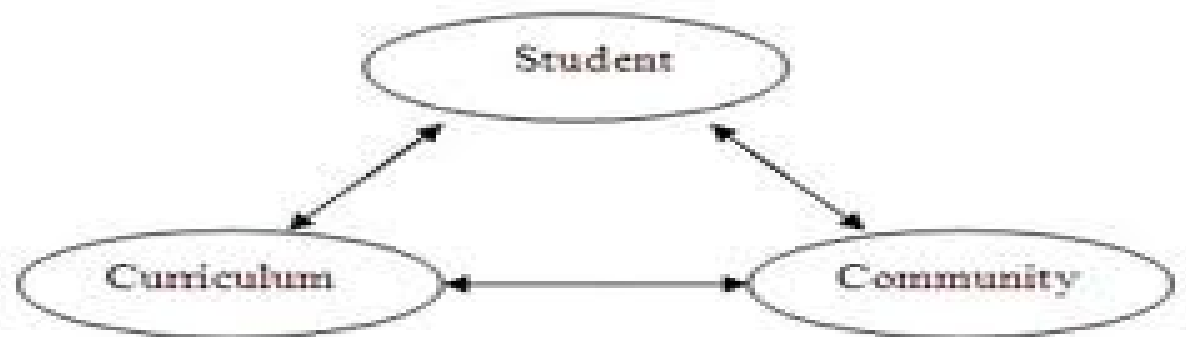
- Political knowledge and critical thinking skills
- Communication skills
- Public problem solving skills
- Civic judge
- Civic imagination and creativity
- Collective action
- Community/Coalition building
- Organizational analysis



- **Well-defined and meaningful service activities** that are necessary and valued by the community. Service activities should make a difference in the community in measurable ways. Students should be involved in activities that have measurable goals and academic integrity



- When developing a service experience it is often helpful to think about either the type of service experience you want for your students,
- Or the type of course you want to design around that experience. Setting goals and identifying expected outcomes is facilitated by considering various



Where we can Apply Service Learning?

- Service-learning can be applied in a wide variety of settings, including :-
- schools, universities, and community-based and faith-based organizations.



- It can involve a group of students, a classroom or an entire school.
- Students build character and become active participants as they work with others in their school and community to create service projects in areas such as education, public safety, and the environment.



What Can Service learning Offers?

- service-learning offers all its participants a chance to take part in the active education of youth **while simultaneously addressing the concerns, needs, and hopes of communities.**

What are the Characteristics of Service-Learning

- They are positive, meaningful and real to the participants.
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship.

Characteristics of Service-Learning

- They address complex problems in complex settings rather than simplified problems in isolation.

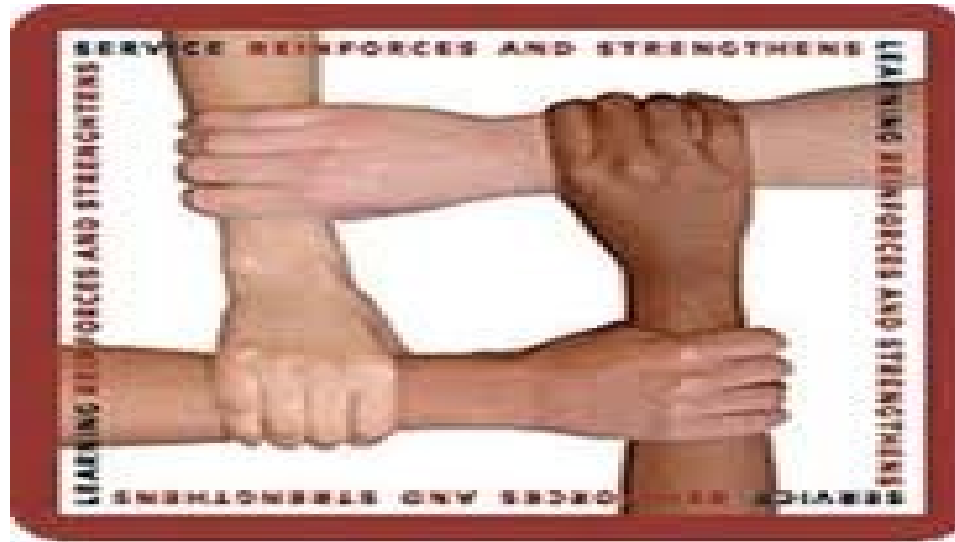


Characteristics of Service-Learning

- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.

Characteristics of Service-Learning

- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book



Characteristics of Service-Learning

- As a consequence of this immediacy of experience, service-learning is more likely to be
 - personally meaningful to participants
 - and to generate emotional consequences, to challenge values as well as ideas,
 - and hence to support social, emotional and cognitive learning and development.

Service-learning is *not*.

- An episodic volunteer program
- An add-on to an existing school or college curriculum
- Logging a set number of community service hours in order to graduate
- Compensatory service assigned as a form of punishment by the courts or by school administrators
- Only for high school or college students
- One-sided: benefiting only students or only the community

Distinctive element of service-learning

- It enhances the community through the service provided,
- It also has powerful learning consequences for the students or others participating in providing a service.



Distinctive element of service-learning

- Service-learning is growing so rapidly because we can see it is having a powerful impact on young people and their development.
- It is a dynamic process, through which students' personal and social growth is tightly interwoven into their academic and cognitive development

Service-Learning Process

- Orientation
- Registration
- Pre-reflection
- Service
- Reflection
- Evaluation
- Continued service and reflection

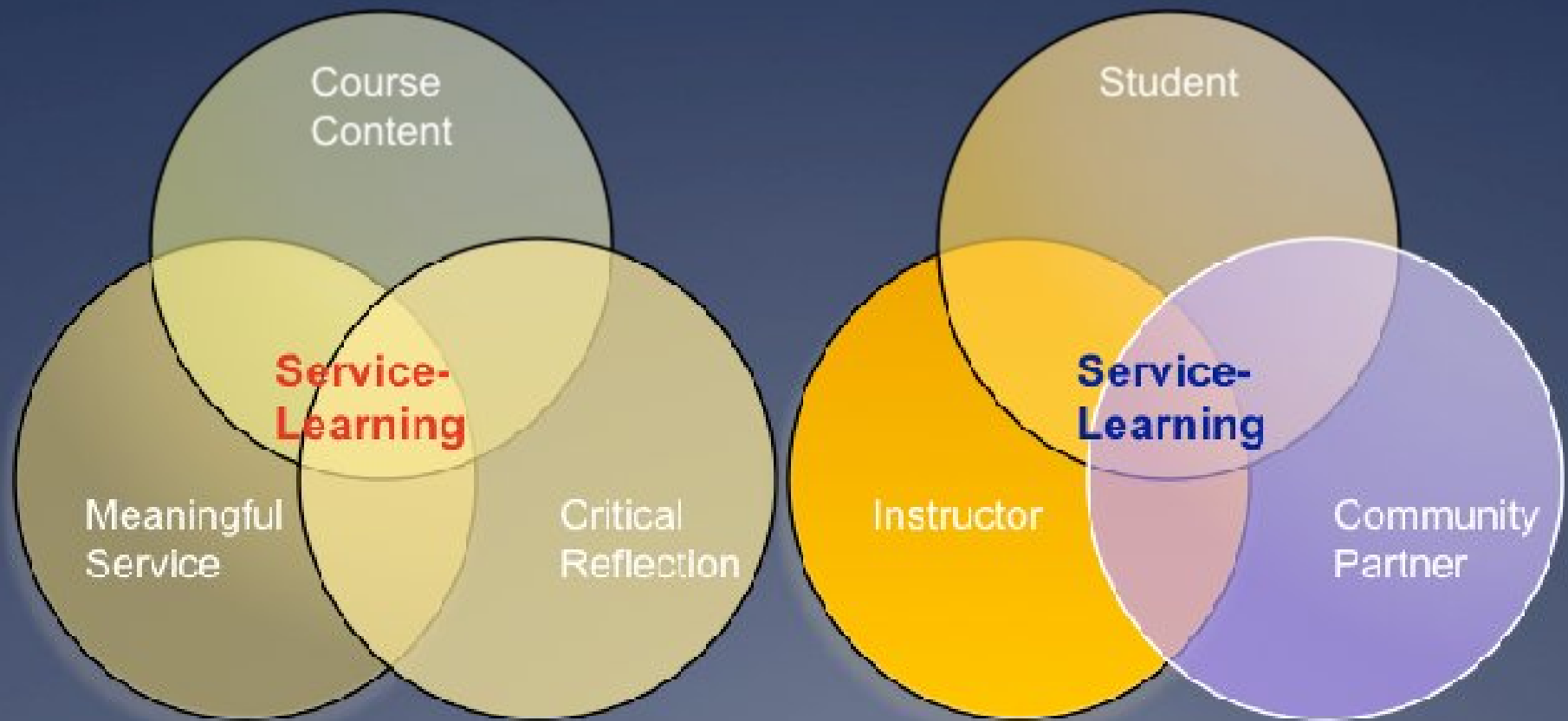


Service-Learning Process and Quality Standards

- Investigation: Learn about the issues that your community faces .**
- Preparation: Work together to plan a project that tackles one of those issues .**
- Action: Use teamwork to implement your project .**
- Reflection: Ensure your work adapts to new challenges with continual reflection and learning .**

- **Demonstration: Share your work with the larger community .**
- **Celebration: Celebrate your hard work and success to sustain the change .**
- **Sustain: Make service-learning an integral part of your organization**

Key Components of Service-Learning



Models of service-learning

- There are as many models of service-learning as there are faculty members trying to get students into the community models generally it fit into six different categories:
- "Pure" Service-Learning
- Discipline-Based Service-Learning Courses
- Project-Based Service-Learning Courses (PBSL)
- Capstone Courses
- Service Internships
- Undergraduate community-based action research

ACADEMIC SERVICE LEARNING

- Is a pedagogical approach that integrates community service with academic study to promote student reflection, critical thinking, and creative problem solving

Academic Service Learning



Academic service learning places equal emphasis on three outcomes

- student learning,
- service to the community, and the development of collaborative
- and mutually respectful relationships between students and the community members with whom they are engaged



Service Learning in Higher Education

- **Service learning intentionally integrates curriculum and community service components.**
- **Students engaged in direct service learning have face-to-face contact with the clients or service recipients of a particular program or agency,**
- **Where as students engaged in indirect service learning attempt to influence the institutional or community environments in which service recipients are situated.**
- **Examples of indirect projects in service learning include program evaluation efforts, lobbying and legislative advocacy, policy development, and needs**



- **participation in service learning is associated with:-**
- positive changes in students' critical thinking,
- problem analysis,
- academic learning,
- personal and moral development,
- interpersonal and leadership skills,
- social responsibility and citizenship skills,
- racial and cultural understanding,
- commitment to service,
- and satisfaction with college.

The Service-Learning Model

