

Seven Elements of High Quality Service-Learning

Integrated Learning

- The service-learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.
- The service informs the academic learning content, and the academic learning content informs the service.
- Life skills learned outside the classroom are integrated back into classroom learning.

High Quality Service

- The service responds to an actual community need that is recognized by the community.
- The service is appropriate to the academic level of the course and well-organized.
- The service is designed to achieve significant benefits for students and community.

Civic Responsibility

- The service-learning project promotes students' responsibility to care for others and to contribute to the community.
- By participating in the service-learning project, students understand how they can impact their community.

Assessment & Evaluation

- All the partners are involved in assessing the service-learning partnership and project.
- Evaluation seeks to measure how well students' have met the learning and service objectives.

Student Voice

Students participate actively in:

- choosing and planning the service project;
- planning and implementing the reflection sessions, evaluation, and celebration;
- taking on roles and tasks that are appropriate to their age.

Collaboration

- The service-learning project is a collaboration among all of the partners, e.g. students, community-based organization staff, professor, and recipients of service.
- All partners benefit from the project and contribute to its planning.

Reflection

- Reflection establishes connections between students' service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service-learning project.