

### ***Definitions of Service Learning***

A credit bearing, educational experience in which students link their academic studies to community involvement by participating in an organized service project that meets identified community needs. A service learning course should enhance students' understanding of course content, incorporate critical, reflective thinking about the service experience, and promote a sense of civic responsibility.

*Senate Executive Committee, University of Kansas*

Service learning is a creative method for relating the abstractions of disciplinary study to the realities of human need. For community-based organizations, it is an invitation to participate in the process of higher education and a mechanism to enlist the talents of student volunteers. For students, it is an opportunity to integrate the life of the mind with the habits of the heart.

T.K. Stanton, D.E. Giles, and N.I. Cruz

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### ***Learning-Centered Approach vs. Content-Centered Approach to Course Design***

#### ***Learning-Centered Frameworks***

*A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, edited by Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock

*Teaching for Understanding: Linking Research with Practice*, by Martha Stone Wiske (editor)

*Understanding By Design*, by Grant Wiggins and Jay McTighe

*Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, by L. Dee Fink

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### ***Categories of Service***

Direct Service

Indirect Service

Advocacy

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### ***Elements of a Quality Service Learning Experience***

Preparation

Action/Engagement

Reflection

Public Dissemination or Demonstration

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### ***Importance of Reflection***

The 4 C's of Reflection (by Eyer, Giles, Schmiedes):

Continuous

Connected

Challenging

Contextualized