

COMMUNITY SERVICE LEARNING (CSL) FACULTY TOOLKIT





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COMMUNITY SERVICE LEARNING (CSL) FACULTY TOOLKIT

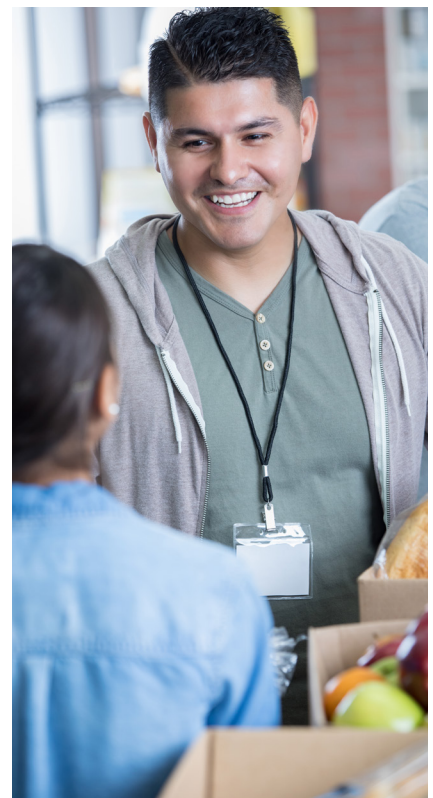
Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community-based organization to apply their disciplinary knowledge to a challenge identified by the community (CEWIL Canada).

CSL is sometimes also called service learning, community-based learning, or community-engaged learning (CEL).

The defining features of CSL are (Furco, 1996)

- A focus on a mutually beneficial relationship built between recipient (community partner) and provider (students/universities)
- Intentional focus on the learning outcomes students gain through service
- An integrated relationship with academic curriculum
- A connection between the service activity and the academic discipline

Community Service Learning or Service Learning is a long-standing, well-researched, and impactful form of experiential/work-integrated learning.





GUIDING PRINCIPLES OF COMMUNITY SERVICE LEARNING

First and foremost, community service learning is based on a relational model that provides a mutually beneficial experience for the student, the post-secondary institution, and the community partner.

- An asset-based approach (see: Asset Based Community Development) rather than a needs-based approach should be employed. An assets- or strengths-based rather than a needs- or deficits-based approach helps to focus on what is good and can be built in the community rather than looking at the faults (especially in equity-deserving communities, where their faults are so often foregrounded).
- Projects should be designed in collaboration with the community partner.
- CSL projects should meet a genuine need in the community as determined by the community.

- Activities in community service learning should support learning outcomes and be integrated with the academic curriculum and discipline.
- Students should be asked to apply course content in community contexts.

Academic/course credit should be given for learning, not for service. Research strongly indicates that simply providing course credit for mandatory or voluntary community hours has little to no impact on student learning.

Students should engage in meaningful reflective practice throughout the activity. Formative and summative assessments in the course should include opportunities for reflection and connection with course, program, and disciplinary-specific outcomes.

CSL activities should be rooted in and uphold values of equity and inclusion: all CSL activities should consider the social, political, economic, geographic, and historical context in which they occur and be careful and intentional in understanding complex relationships of power in the community. Creating safety for students and partners is an integral component of CSL.



EXAMPLES OF CSL PROJECTS AND OPPORTUNITIES

Examples from CEWIL website

TYPES OF CSL PROJECTS

Problem-Based/Project-Based:

students may be engaged with the community to tackle a specific project. For example: students in environmental management programs may create a sustainability plan for a local woodlot; students in business may support a local not-for-profit and develop and execute a fundraiser and/or a fundraising strategy.

Capstone course: students in upper/final years of their disciplinary program may apply their learning to a specific community need. For example, students studying psychology may develop and execute a new program for a local service provider, reflecting on the theories they use in program development and execution.

Community-based placement:

students may work full- or part-time in a community organization. As in traditional placement-based Work-Integrated Learning (WIL) opportunities, students support the organization's work and contribute value from their discipline-specific knowledge base. Faculty members help to guide student learning through reflection on the connections between theoretical knowledge and applied practice. For example, a student in Kinesiology may support an after-school recreation program in the community, developing program and lesson plans, and conducting evaluation of the program's impact on its participants.





Community-based research project: using the principles of community-based action research or participatory action research (PAR), students work with faculty members to learn and practice community-based research methodologies while studying a topic identified by or serving a need for a community partner. Typically, this work would be completed by an upper-level student over an extended period (longer than a single semester) to ensure that the work is supportive and collaborative with community and not extractive. For example, a student studying nursing may participate in a research project with a faculty member collecting stories from women in supportive housing about their experiences of seeking and receiving primary health care.

SOME EXAMPLES OF CSL EXPERIENCES:

Small: students in a strategic management course worked with a local NGO to develop a marketing strategy that can be implemented by the partner.

Medium: social science students in a community-based learning placement course did 10-hour/week placements with a variety of community agencies, all supporting their understanding of the social determinants of health.

Large: leadership studies students worked with a local resiliency committee to help research and develop strategies to address youth substance abuse in the community.

CSL experiences can range from small (a short-term, course-based problem-based or project-based opportunity with a single partner and single deliverable), to medium (a course-wide engagement with multiple partners on a theme, or a placement-based community engagement), to large (a semester- or year-long community-based research project).



BENEFITS OF CSL

Community Service Learning has several key benefits for participants. Keeping in mind the tri-party relationship at the centre of CSL (student-university-community), benefits for each of the parties are as follows:

FOR STUDENTS:

- Increases academic performance
- Increases commitment to activism
- Increased cultural awareness
- Increase in altruism
- Increase in moral reasoning skills
- Improves self-efficacy
- Enhances students' leadership abilities
- Improves interpersonal development
- Improves communications skills
- Influences career paths to include a service orientation
- Increases participation in civic activities after graduation

BENEFITS FOR COMMUNITY PARTNERS INCLUDE:

- Increased volunteer base/pool
- New energy and creativity from student participants
- Connections with university resources
- Greater capacity for positive change

BENEFITS FOR FACULTY MEMBERS CAN INCLUDE:

- Increased engagement from students with academic content
- Expanded networks with community agencies and partners with potential for research and scholarly projects
- New ideas and models for teaching
 - CSL often positions faculty members as facilitators and guides for learning rather than directors of learning
- Broader knowledge of innovative pedagogy and work-integrated learning



GUIDE TO IMPLEMENTATION AND EVALUATION OF CSL OPPORTUNITIES

When building a new community service learning (CSL) project, ensure that you leave sufficient time to engage in intentional relationship building. Your institution may have specific guidelines or supports for community engagement to help you through this process, though these supports may be housed in a variety of offices: Research Services, Experiential Learning, or Partnership offices may be able to support faculty in developing strong CSL opportunities.

The work of building a meaningful and impactful CSL opportunity can be messy and sometimes it isn't always straightforward. Consider the resources you have to help support you in this work: other faculty members in your institution (or others), your teaching and learning centre (or equivalent) at your institution, colleagues and practitioners through the CEWIL Canada membership.

In addition to upholding the Guiding Principles of Community Service Learning, as explored above, faculty members embarking on this exciting and rewarding pedagogy can work through a process like the one outlined below. Note, however, that the needs of each specific community should be paramount in the development process, which may require flexibility in this process.

1 PARTNERSHIP DEVELOPMENT

Working collaboratively with an appropriate partner or project is a crucial starting place for CSL projects. You should first familiarize yourself with the partner – knowledge of their values, operating principles, history, staff, and any previous engagements with your institution will support creating a meaningful and worthwhile project.

Some questions you may ask yourself and/or your partner as you engage in the partnership/project development process include:

- How will this project help the organization meet their needs and goals?
- What level of engagement am I seeking from the partner – will they be involved in student assessment? Will there be any requirement for student supervision? Will they be required to participate in classroom-based activities?
- Does this partner's work align with the learning objectives for this course/program?
- Is the partner open to providing necessary accommodations to meet student needs and requirements (for example, for students with disabilities)?
- How/will the partner organization be compensated for their participation in the project?



2 COURSE DEVELOPMENT

- Does the organization have sufficient resources and staff to engage in this project? Will this be a drain on their current resources?
- Is the partner organization an inclusive and welcoming space for students of diverse backgrounds?
- Does your institution have any requirements for the partner – i.e. liability insurance, workplace health and safety compliance, harassment and discrimination policies/procedures, etc.?
- Does the partner have any requirements for students engaged in the project – i.e. criminal reference or vulnerable background checks, first aid training, etc.?
- What are the deliverables for this project and how will they be shared with the community partner? Are there any considerations for intellectual property ownership that need to be decided before commencing the project?

Setting clear and measurable learning objectives for the classroom- and community-based components of the project will help ensure success, including a meaningful experience for students and partners. You may wish to engage your community partner in the development of the learning objectives, particularly if they will be co-instructing or co-assessing components of the students' work.

Some questions you may ask in this phase of project/course development are:

- How much of the course does this project constitute? How many hours a week do I expect students to engage with the community partner/in community service learning project work?
- What prior knowledge do I expect from students? Or, what disciplinary knowledge will need to be built in the course prior to students' engagement with the community partner?
- What skills-based knowledge will be required of the students to complete a successful community service learning experience? How will you ascertain whether students have those skills? How will you build this knowledge with and for students in the course?
- What do you want students to be able to know/do by the end of the course? Consider disciplinary-specific knowledge, skills development, leadership development, personal, professional, and civic development
- What activities will facilitate student learning?
- How will students learn about the population(s) and community/communities they will be working with in the community service learning project?
- What resources are needed to facilitate this learning – readings, training, technology, financial, physical, etc.



3 ETHICAL ISSUES

Engagement with community partners is complex and requires intentional and thoughtful reflection on issues of power, colonialism, and benevolence. The very word service has parochial and colonial undertones that must be carefully considered. The field of service learning has wrestled with these complexities extensively. Work by theorists like Gayatri Spivak (see: *Can the Subaltern Speak?*) and Franz Fanon (see: *White Skin Black Masks*) informs much recent work in the field that encourages practitioners to unpack the complexities of relationship-building. Research shows that when practitioners, faculty, and students engage in the necessary work to understand critical lenses and frameworks for understanding community service learning, more meaningful and impactful experiences are created (see Mitchell, 2008 and Mitchell, 2015 for accessible and important reflections on the ethical thinking that can support the creation of meaningful and positive critical service learning opportunities).

Some questions to ask to ensure you are creating ethical and informed critical service learning opportunities may include:

- Does this project uphold or reinforce practices that replicate inequality or inequity?
- Does this project create or replicate an 'us/them' dichotomy?
- Does this project respond to needs that have been specifically expressed by the community partner?
- How/does this project challenge unjust structures, behaviours, or practices?
- How/does this project address the structural roots of problems?
- If this project involves working with vulnerable, marginalized, and/or equity-deserving groups, has sufficient care been taken to ensure students have the knowledge and skills necessary to engage with those communities in equitable ways?
- For students in the class who are themselves members of vulnerable, marginalized, or equity-deserving groups, what care may need to be taken to ensure that the project is not triggering or inequitably harmful to these students?
- What work has been done to ensure that the community partner is prepared to provide a culturally safe and appropriate space for all students to participate in the project?
- Has the project been vetted and approved by all necessary bodies at the institution (i.e., research ethics boards, etc)?



4 LOGISTICS

Beyond the philosophical and pedagogical considerations of creating and building opportunities for community service learning, there are logistical concerns to be considered as well. As you build this component of the service learning opportunity, remember that there may be supports through experiential learning or WIL offices at your institution to help think through the logistical components and provide access to funding to alleviate any barriers that may impact student participation in the opportunities. Risk management and/or partnership offices at your institution may also have specific requirements and provide support for these questions.

Some questions to ask and things to consider as you construct this component of the service learning opportunity:

- Will the opportunity require off-campus travel?
- Is the community partner located in an accessible and safe location? Can students get there easily? What barriers might students experience accessing the site (financial, childcare-related...) and how will you work together to address these?
- Are there any liability concerns/needs?
- What supervisory needs/concerns should be addressed? Who will provide supervision to students if/when they are on site with the community partner?
- What considerations are there for photography and video capture of students and participants?
- What are the expectations around in-person vs. virtual engagement in these CSL activities? Is it appropriate for students to engage in person or virtually?

5 REFLECTIVE PRACTICE

Reflection is what takes community service learning from service to learning. It is the glue that brings together the academic and experiential learning that happens in community service learning. When building a community service learning based opportunity, it is important to build in opportunities for students to express their learning and build reflective practice.

Reflection is critical thinking that supports learning objectives by expecting students to make astute observations, to demonstrate inductive or deductive reasoning skills and to consider multiple viewpoints, theories, and types of data.

Reflection allows students to:

- make connections between the course content and their experiences in the community
- think critically about the ethical dimensions of their community engagement
- place their learning in a larger context



- relate their learning to personal values, beliefs, and perspectives
- connect their experience to personal and professional plans and journeys
- foster lifelong learning skills

Students should be engaged in both formative and summative forms of reflection, which should form the basis for the assessment of the community experience.

Some examples of formative reflective practice:

- Journals
- Reflective discussions (classroom-based or online)
- Photo voice or other creative forms of documentation and interpretation
- Interviews
- Role-play
- Simulations

Some examples of summative reflective practice:

- Reflective essays
- Portfolios
- Reports
- Presentations
- Performances

Several models exist for reflection:

ROLFE'S REFLECTION MODEL:

- What?
- What happened: brief description of the activity
- So What?
- What did you learn from the activity?
- What concepts, theories, knowledges, practices did you apply throughout the activity? How would it have been different if you had used different theories?
- What other issues or broader ideas arise from the situation?

- What does this activity teach me about me/others/our relationship/my profession/my field of study?
- Now What?
- What would/will I do differently next time in a similar situation?
- What do I need to do to improve my skills before encountering a similar situation?
- What broader issues need to be considered if I engage in this work again?



GIBBS' REFLECTIVE CYCLE

- Description – What happened?
- Feelings – What were you feeling and thinking?
- Evaluation – What was good and bad about the exercise?
- Analysis – What sense can you make of the situation?
- Conclusion – What else could you have done?
- Action Plan – If it arose again, what would you do?





Reflection can occur in multiple domains:

- Cognitive: what knowledge or skills did you gain?
 - Did your understanding of the materials/concepts improve throughout the experience? How?
 - How would the experience have changed if you had used a different approach?
 - How has your experience related to the readings, discussions, lectures, and previous knowledges?
- Affective: how has this experience changed your attitudes or approaches?
 - What values, beliefs, opinions were challenged or confirmed for you? How did those values, beliefs, or opinions influence the experience?
 - Describe what you have learned about yourself because of your experiential activity.
- Process: what did the process teach you?
 - What expectations did you have about the activity? How have those changed?
 - What types of roles did you take on during the activity? What did that role teach you?
 - How does the activity relate to your long-term goals?
 - Did anything surprise you during the activity? What?
 - What would you like to change about your participation in the activity?

Effective reflection on community service learning should:

- Go beyond description and encourage students to interpret and analyse their experience
- Ask students to apply new information gained through their experience to real-life problems and situations
- Encourage students to document and reflect on the learning objectives from the course



	LEARNING OBJECTIVE	CONNECTION	LEARNING ACTIVITIES	REFLECTION
	I want to work on this skill/competency	This is why I want to learn it	This is how I might learn it	What I learned by doing
1				
2				
3				

Eyler, Giles and Schmiedes' (1996) book, *A Practitioner's Guide to Reflection in Service-Learning* identifies "The 4 Cs of Reflection":

- **Continuous** in time frame. an ongoing part of the learner's education and service involvement, this allows students to formulate new ideas following Kolb's Cycle of Learning
- **Connected** to the intellectual and academic needs of those involved. This is where the connection between real life experiences and course material are compared and become relevant.
- **Challenging** to assumptions and complacency. Reflection must challenge students and provoke thought in a more critical way.
- **Contextualized** in terms of design and setting. Faculty determine if the reflection is appropriate for the context of the service-learning experience, thus adding to the linkage between thinking about course content and applying it.

Julie Bringle and Robert Hatcher's (1999) "Reflection in Service Learning: Making Meaning of Experience" is an excellent resource for guiding the development of reflective activities in community service learning.



ASSESSING REFLECTION IN COMMUNITY SERVICE LEARNING

For faculty members new to community service learning and reflective assignments, the assessment of these activities can be daunting. However, assessing reflective assignments reinforces their value in the experiential learning process and helps provide formative feedback for students on both their reflective skills and the learning objectives for the community service learning activity.

In addition to providing qualitative feedback, quantitative assessment of these reflections can be facilitated using rubrics.

RUBRIC EXAMPLES

Journal Assessment Rubric Example:

Level 1 Descriptive	Students demonstrate acquisition of new content from significant learning experiences. Journal entry provides evidence of gaining knowledge, making sense of new experiences, or making linkages between old and new information.
Level 2 Empathetic	Students demonstrate thoughts about or challenges to beliefs, values, and attitudes of self and others. Journal entry provides examples of self-projection into the experiences of others, sensitivity towards the values and beliefs of others, and/or tolerance for differences.
Level 3 Analytic	Students demonstrate the application of learning to a broader context of personal and professional life. Journal entry provides evidence of student's use of readings, observations, and discussions to examine, appraise, compare, contrast, plan for new actions or response, or propose remedies to use in and outside of structured learning experiences.
Level 4 Metacognitive	Students demonstrate examination of the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge or learning altered existing knowledge. Journal entry provides examples of evaluation or revision of real and fictitious interactions.

(from Chabon, S. & Lee-Wilkerson, D. (2006). Use of journal writing in the assessment of CSD students' learning about diversity: A method worthy of reflection. *Communication Disorders Quarterly*, 27(3), 146-158.)



Critical Reflection Rubric Example:

	CRITICAL REFLECTION	REFLECTION	UNDERSTANDING	HABITUAL ACTION/ NON-REFLECTIVE
Reflecting on existing knowledge	Critically reviews existing knowledge, questions assumptions, and articulates new perspectives as a result of experience	Active and careful consideration of existing knowledge and articulates new understanding of knowledge as a result of experience	Makes use of existing knowledge without an attempt to evaluate/ appraise knowledge; demonstrates understanding but does not relate to other experiences or personal reaction	Automatic/superficial responses with little conscious/deliberate thought or reference to existing knowledge; responses are offered without attempting to understand them
Connection to academic concepts	Demonstrates superior connection between experience and class content (concepts/ theories) and literature; evidence of application of theory and reconstruction of perspective	Demonstrates clear connections between experience and class content (concepts/ theories) ; evidence of application of theory	Connects experience with class content (concepts/theories) but remains superficial or abstract	Connections are not drawn between experience and class content (concepts/ theories) or literature
Evidence of development	Articulates transformation of their perspective of themselves or about a particular issue/ concept/ problem as a result of experience	Articulates new understanding/ insights about self or particular issue/ concept/ problem as a result of experience	Limited/superficial insight about self or particular issue/ concept/ problem as a result of experience	No evidence of insights about self or particular issue/ concept/ problem as a result of experience



TO REFLECT: NOW WHAT?

Beginning to incorporate Community Service Learning in your teaching practice can seem daunting, but the rewards for students, for communities, and for instructors far outweigh the challenges of project development. Whether this is your first, or one of many CSL opportunities you've created, engaging in meaningful reflection on the process and outcome of the opportunity will help to us to articulate, measure, and communicate the impact of this type of experiential learning.

As you've collected the reflections from students (and assessed them to evaluate the academic impact of the opportunity), consider what other forms of measurement, evaluation, and storytelling you might want to engage in at the conclusion of the engagement.

- What deliverables need to be presented to the community partner?
- Are there data elements to be communicated to funders, institutional stakeholders, or research bodies?
- Are there great stories you can tell through institutional or other media channels to help elevate the stories of your students and community partners?
- Can you offer support to other faculty members at your institution interested in community-engaged learning (through your teaching and learning centre or otherwise)?
- How does your institution allow you to share this pedagogical work in your tenure and promotion or other career documentation?
- Can you share your work with those in the scholarship of teaching and learning research field (or your own disciplinary field)?

We can't wait to see what you build!

PRACTICING LEADERSHIP IN COMMUNITY PROJECTS

Summer 2022 – DRAFT SYLLABUS

WELCOME TO OUR COURSE!

Our objectives in this course are:

- to plan, execute, and reflect on a successful community project
- to integrate the knowledge we bring (individually and collectively) to the class
- to engage in reflection on our leadership styles, capacities, and actions
- to increase knowledge of leadership and experiential learning theory
- to become aware of the interconnectedness of the problems and solutions we explore in our society.

This semester's course will see you tackle a community-based project. This project will challenge you to apply the knowledge and skills you've developed in your degree program and previous learning thus far in a community context.

LEARNING OBJECTIVES:

Through this course you will develop your skills and capabilities in:

- Project coordination and management
- Critical reflection and experiential learning
- Personal management

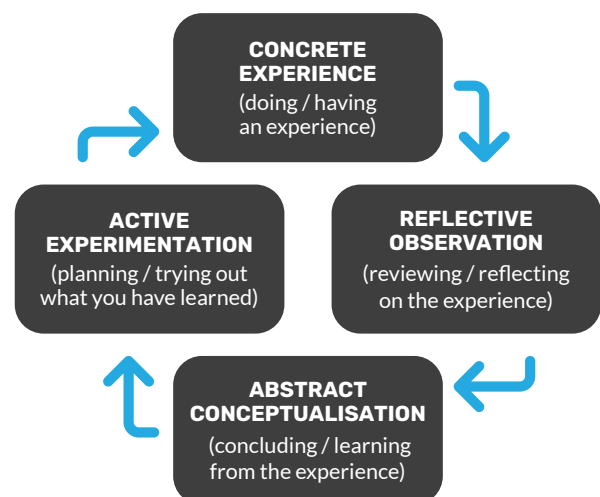
As we all come to this course with different needs, goals, and perspectives, I will also ask you to write your own learning objectives for this course (see week 1 activities). These learning objectives may help guide your community project.

We all bring different knowledges, skills, attitudes, behaviours, and ideas to our course. I hope that our space will become a safe and transformative place for rich and evocative discussions about our roles as co-learners and educators. I see my role in this course as a facilitator and co-learner who is here to help guide your learning and participate in the course.

SOME KEY CONCEPTS:

This course is grounded in **experiential learning** pedagogy. According to the Association for Experiential Education, "Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and syntheses". Essentially, in experiential education, learners construct knowledge through reflection on authentic experiences. This course will be framed by the project-based learning you do through your community project, following the experiential learning cycle:

THE EXPERIENTIAL LEARNING CYCLE



APPENDIX A SAMPLE COURSE SYLLABUS

Throughout this course, we will intentionally walk through the various stages of the experiential learning cycle first developed by Dr. David Kolb (1984, 2014). You will have the opportunity to learn about experiential learning first-hand and hands-on.

This course will also help you to build your skills and practice of reflection. There will be several reflective assignments that will help you to document and articulate your learning in this course.

We use the UN Sustainable Development Goals (SDGs) as a framework to think about the impact of community-engaged learning. The UN SDGs help us articulate how your work impacts not just our local community, but broader regional, national, and international communities as well.

SUSTAINABLE DEVELOPMENT GOALS



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NUTS AND BOLTS

Because of the project-based learning approach taken in this course, you will spend most of your time working on your community project. We will frontload the course with opportunities to develop project management, leadership, and personal effectiveness skills, and discuss together at the end of the Summer to discuss progress, successes, and challenges. There will be weekly discussions available to you online to build a community of learners and share our practice.

Assignments & Assessment

There will be 3 major and 2 minor assignments this semester:

1. Learning Objectives – 5% of course grade
2. Weekly Reflective Discussions – 25% of course grade
3. Community Project – 40% of course grade
 - a. Project Introduction/Project Plan – 10% of assignment grade
 - b. Community Analysis – 15% of assignment grade

- c. Mid-point checkin – 10% of assignment grade
- d. Project Documentation – 35% of assignment grade
- e. Reflective Assignment – 30% of assignment grade
4. Final Poster Presentation (virtual) – 25% of course grade
5. Data Collection & Research Participation – 5% of course grade

Handouts will be provided for each assignment.

CLASS SESSION	ACTIVITY	READING(S)	ASSIGNMENT(S) DUE
Week 1	Introduction to Experiential Learning	DeLay (1996) – Forming knowledge: Constructivist learning and experiential education Learning Objectives (video)	Weekly Reflective Discussion #1 – Learning Objectives (online)
Week 2	Introduction to Community	Types of Community (Douglas)	Weekly Reflective Discussion #2 – types of community (online)

APPENDIX A SAMPLE COURSE SYLLABUS

Week 3	Concrete Experience: Reasoning, Problem Solving & Ideation		Learning Objectives Due Weekly Reflective Discussion #3 – Project Ideation
Week 4	Concrete Experience: Creativity, Originality, and Initiative		Weekly Reflective Discussion #4 – Project Planning
Week 5	Abstract Conceptualization: Place-based learning	Grunewald (2003) – Foundations of Place: A multidisciplinary framework for place-conscious education Kelly & Pelech (2019) A critical conceptualization of place-conscious pedagogy	Project Introduction/Plan Due Weekly Reflective Discussion #5 – Place-based learning
Week 6	Reflective Observation: Introduction to Reflection		Weekly Reflective Discussion #6 – Learning Objectives check-in (online)
Week 7	Reflective Observation: Mid-point check-in		Weekly Reflective Discussion #7 – Mid-point check-in due
Week 8	Concrete Experience: Working in Community	Creating an academic poster – review materials in Week 8 folder on D2L	Community Analysis Due Weekly Reflective Discussion #8 – balance & commitment (online)
Week 9	Concrete Experience: Working in Community		Weekly Reflective Discussion #9 – critical thinking and reflection
Week 10	Abstract Conceptualization: Analytical Thinking & Innovation		Weekly Reflective Discussion #10 – leadership style, practice, and behaviours
Week 11	Abstract Conceptualization: Critical Thinking & Analysis	Breuning (2005) - Turning Experiential Education and Critical Pedagogy Theory into Praxis	Weekly Reflective Discussion #11 – working for change
Week 12	Abstract Conceptualization: Leadership and Social influence		Final Showcase Poster Due Weekly Reflective Discussion #12 – wrapping up
Week 13	Reflective Observation: Systems & Evaluation		Community Project – Project Report Due
Week 14	Active Experimentation: Final Showcase (online)		Community Project – Final Reflection Due

APPENDIX A SAMPLE COURSE SYLLABUS

USEFUL READINGS

UN SDGs:

The 17 Goals <https://sdgs.un.org/goals>

A Guide to SDG Interactions: From Science to Implementation - <https://council.science/wp-content/uploads/2017/05/SDGs-Guide-to-Interactions.pdf>

Experiential Learning:

David Kolb's experiential learning cycle is likely the most cited and most influential text in the field. It comes from his 1984 book, but this updated article provides a good overview: <http://secondarycontent.pbworks.com/f/experiential-learning-theory.pdf>.

Note: this article discusses 'learning styles' – this is separate from work by others who suggested 4 types of learning styles, which has largely been debunked - <https://www.theatlantic.com/science/archive/2018/04/the-myth-of-learning-styles/557687/>.

Carver (1996): Theory for Practice – A framework for thinking about experiential education. https://journals.sagepub.com/doi/pdf/10.1177/105382599601900102?casa_token=jNQNNzKpW3QAAAAA:pR6zz-UyLVCRQO1z0YkvZ0CujRP71QdeTTbqlwBc86coOwdilfVuHsXFYpYUIIU7LRbAA1LYCvW

Luckmann (1996): Defining Experiential Education <https://journals.sagepub.com/doi/pdf/10.1177/105382599601900101>

Katula & Threnhauser: Experiential Education in the Undergraduate Curriculum <https://www.tandfonline.com/doi/abs/10.1080/03634529909379172>

Eyler – the Power of Experiential Education <https://www.aacu.org/publications-research/periodicals/power-experiential-education>

ACADEMIC CONDUCT

When working with community partners and composing written materials for class activities, assignments, or for sharing with your community partner, the highest calibre of academic integrity must be upheld.

APPENDIX B RESOURCES & REFERENCE LIST

<https://www.cewilcanada.ca/CEWIL/Resources/Resource-Hub/Service-Learning.aspx?WebsiteKey=70188082-f13b-461c-8c8d-74e0e6c01c18>

Astin, Alexander W.; Vogelgesang, Lori J.; Ikeda, Elaine K.; and Yee, Jennifer A., "How Service Learning Affects Students" (2000). Higher Education. Paper 144. - <https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1145&context=slcehighered>

Is Service-Learning Really Better Than Community Service? A Study of High School Service Program Outcomes - <https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1148&context=slceslgen>

Community Service and Service-Learning in America's Schools - <https://files.eric.ed.gov/fulltext/ED506728.pdf>

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