

Service-Learning Coursework Elements

The following elements are found in Service-Learning Courses:

Service-Learning fosters the development of those “intangibles”:

- *empathy*
- *personal values*
- *beliefs,*
- *awareness,*
- *self-esteem,*
- *self-confidence,*
- *social-responsibility,*
- *sense of caring for others.”*

National Service-Learning Exchange

Service that complements the course or program content and learning goals, meets a community need, has adequate instructor supervision, and is appropriate to the context of students’ lives.

Planning and Preparation, when possible, should/can involve students in identifying the service, creating a time line, training, and orientation.

Reflection that challenges students to think about and beyond their assumptions. Such reflection is facilitated by the instructor and can occur through discussion, reading, writing, and/or projects.

Recognition, formal and informal, as part of the course or program design, that acknowledges the value of student service.

The following examples speak to the kinds of integration and collaboration we regard as essential to Service-Learning education:

- ESL students give lectures about their culture to local elementary schools.
- Accounting students help community members fill out their tax forms.
- Computer science students develop databases for non-profit agencies.
- Biochemistry students conduct seminars for teens on the effects of substance abuse on the body.