I'M A MEMBER OF THE FACULTY. WHY SHOULD I USE SERVICE-LEARNING IN MY TEACHING?

According to a national survey of faculty by Campus Compact, following are the top reasons (on a 1-to-5 scale) faculty taught a SERVICE-LEARNING class:

- Promote engaged learning (4.42)
- Develop critical thinking skills (4.24)
- Extend diversity (4.10)
- Development of civic skills (3.99)
- Encourage social activism (3.81)
- Responsibility to community (3.81)
- Facilitate career exploration (3.70)

ELEMENTS OF SUCCESSFUL SERVICE-LEARNING

- Extends learning beyond the classroom and into the community through relevant and meaningful service
- Equally benefits the community, students and faculty
- Enhances academic learning
- Includes structured time for reflection
- Prepares students to participate in their communities

CONSIDERING SERVICE-LEARNING

If you are interested in SERVICE-LEARNING and would like to know if it might enhance student learning in your course, consider the following questions:

- Could the class consider issues with broad social implications?
- Could the theories or concepts that you teach be clarified or better understood through a “real world” application?
- Are students’ research and perspectives an ongoing part of the course inquiry?
- Could your students teach what they have learned to others?
- Could the skills students learn from your class be used to help people in another setting?

IMPORTANT CONSIDERATIONS

- Fit – is service-learning the route to enhanced student learning for your course
- Your time – it takes more time to teach a course with a SERVICE-LEARNING component, especially at first
- Flexibility