

## **A Model for Planning and Implementing Academic Service-Learning**

*What is Academic Service-Learning (ASL)?* ASL is a course-based, credit-bearing educational experience in which students participate in an organized activity that connects course content with community needs. IN an ASL course students reflect on the service activity in order to gain further understanding and a broader appreciation of the course content and enhanced sense of civic responsibility.

This model is presented as a suggestion for planning and then implementing ASL in a course at Central Washington University. There are five components suggested in this model. Those components are AWARENESS, ENGAGEMENT, PRACTICE, REFLECTION, INTEGRATION, and are described below.

**AWARENESS:** What are the opportunities for service-learning? A leader sees, a leader cares and a leader does something about it --- Students, particularly traditional students, may not see the myriad of issues, problems, and opportunities available in their field. Heightening awareness is a critical first step in developing a service-learning project. The instructor may introduce service opportunities, or students may expand their awareness by identifying their own potential service-learning projects. Awareness is an active approach to understanding one's field, and how through learning and application, a contribution can be made that extends beyond the traditional classroom walls.

**ENGAGEMENT:** Once aware, a student's next step is to engage in a reciprocal relationship that combines service and learning. Academic service-learning is not passive. It requires active participation where there is an exchange that optimizes benefits for the recipient agency, community, or effort, while simultaneously supporting the student's personal, academic, and/or professional goals.

**PRACTICE:** If a student engages in service-learning experiences, can the experiential learning be practiced so that professional development, academic learning, and personal growth are maximized? Preparing the student *and* the recipient to generate positive outcomes requires mutual understanding and proficiency. Proficiency is attained through a process of preparation, practice and feedback. That process can be maximized if purposefully developed, applied, and evaluated.

**REFLECTION:** Reflection illuminates meaning and deepens learning. ASL identifies a process for guiding the student through a reflective process. Questions that may be addressed include "What affect did the student have on the recipient/organization?" "Was the student the recipient?" "How did the organization benefit?"

**INTEGRATION/TRANSFORMATION:** Do participants have the interest, drive, and capacity to continue serving? If students become aware of an issue, develop competencies to address it, reflect on the intrinsic and extrinsic rewards and challenges associated with the service, and develop the self-efficacy to continue being of service, the ASL process may become integrated into their lives. Designing and facilitating this potentially transformative process is one of the most valuable outcomes associated with ASL for faculty.

**A Model for Planning and Implementing  
Academic Service-Learning**

Project Title:

Course:

# of Students:

Service recipient(s):

Project description and potential impact:

<b>ASL COMPONENT</b>	<b>DESCRIPTION</b>
AWARENESS	
ENGAGEMENT	
PRACTICE	
REFLECTION	
INTEGRATION/ TRANSFORMATION	

(An Example)

A Model for Planning and Implementing

Academic Service Learning

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Project Title: Family Literacy Nights Course: EDLT 321 Teaching Children's Literature

# of Teacher Candidates: 25 per section of the course

Service recipient(s)/Community Reached: Kittitas County children and families and CWU teacher candidates

Project description and potential impact: CWU teacher candidates (TC) enrolled in EDLT 321 Teaching Children's Literature will develop two lesson plans as part of the course. The first will follow the DLTA format for reading a story aloud. The second will be a storytelling framework and storyboard. Each TC will participate in a Family Literacy Night by reading and telling their prepared stories to the children and their families who attend the event. Each child who attends will receive a book to take home.

Table with 2 columns: ASL COMPONENT and DESCRIPTION. Rows include AWARENESS, ENGAGEMENT, PRACTICE, and REFLECTION with detailed descriptions of each component.

**INTEGRATION/  
TRANSFORMATI  
ON**

As this course is one of the first ELED TC take, this experience is used as a foundational one for their upcoming classroom experiences. Opportunities for service are embedded in their major and minor courses and therefore provide additional opportunities to serve in classrooms and community education programs. Many share in their reflections that they are interested in developing FLNs for their schools when they secure teaching positions.

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AWARENESS	
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