Service-Learning

Student Service-Learning Rubric				
Note to Students: Service-Learning is a teaching method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility. Use this rubric to evaluate your progress during your service-learning project, and once you've completed it.				
	Strong Impact	Good Impact	Some Impact	Minimal Impact
Meet actual community needs	Determined by current research conducted or discovered by students with teacher assistance where appropriate	Determined by past research discovered by students with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what a project teacher wants to do; project considers only student needs
Are coordinated in collaboration with community	Active, direct collaboration with community by the teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community members are informed of the project directly	Community members are coincidentally informed or not knowledgeable at all
Are integrated into academic curriculum	Service-learning as instructional strategy with content/service components integrated	Service-learning as a teaching technique with content/service components concurrent	Service-learning part of curriculum but sketchy connections, with emphasis on service	Service-learning supplemental to curriculum, in essence just a service project or good deed
Facilitate active student reflection	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only	Students share with no individual reflective projects	Ran out of time for a true reflection; just provided a summary of events
Use new academic skill/knowledge in real world settings	All students have direct application of new skill or knowledge in community service	All students have some active application of new skill or knowledge	Some students more involved than others or little community service involvement	Skill knowledge used mostly in the classroom; no active community service experience
Help develop sense of caring for and about others	Reflections show affective growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of community service	Reflections restricted to pros and cons of particular service project regarding the community	Reflections limited to self-centered pros and cons of the service project
Improve quality of life for person(s) served	Facilitate change or insight; help alleviate a suffering; solve a problem; address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in community	Changes mainly decorative, but limited community benefit, or are not new and unique
Source: This rubric is taken from the Coverdell World Wise Schools publication, Looking at Ourselves and Others (Washington, DC: Peace Corps, 1998, p.t6).				

Seven Elements of High Quality Service Learning

Integrated Learning-The service learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom and school goals.The service informs the academic learning content, and the academic learning content informs the service. Life skills learned outside the classroom are integrated back into classroom learning.
High Quality Service- The service responds to an actual community need that is recognized by the community. The service is age-appropriate and well organized. The service is designed to achieve significant benefits for students and community.
Collaboration-The service learning project is a collaboration among as many of these partners as is feasible; students, parents community-based organization staff, school administrators, teachers, and recipients of service. All partners benefit from the project and contribute to its planning.
Student Voice: Students participate actively in: choosing and planning the service project, planning and implementing the reflection sessions, evaluation, and celebration, taking on roles and tasks that are appropriate to their age.
Civic Responsibility- The service learning project promotes students' responsibility to care for others and to contribute to the community. - By participating in the service learning project, students understand how they can impact their community.
Reflection-Reflection establishes connections between students' service experiences and the academic curriculum. Reflection occurs before, during, and after the project.
Evaluation- All the partners, especially students, are involved in evaluating the project. - The evaluation seeks to measure progress toward the learning and service goals.

Place check marks next to each of the element according to the following scale:

2 checks: the component is **strong** in this project, 1 check: the component is **present but weak** in this project, 0 checks: the component is **missing** in this service learning project

1. **Components of Integrated Learning**

☐ The service learning project has clearly articulated knowledge, skill or value goals.

☐ The knowledge, skill or value goals arise from broader classroom and school goals.

☐ The service informs the academic learning content.

☐ The academic learning content informs the service.

☐ Life skills learned outside the classroom are integrated back into classroom learning.

☐ **Total number of check marks**

2. Components of High Quality Service

☐ The service responds to an actual community need.

☐ The need is recognized by the community impacted by the service.

☐ The service is age-appropriate.

☐ The service is well organized.

☐ The service is designed to achieve significant benefits for students and community.

☐ **Total number of check marks**

3. Components of Collaboration

☐ The service learning project is a collaboration among as many of these partners as is feasible: students, community-based agencies, businesses, administrators, teachers, and recipients of service.

☐ All partners are involved in the planning of the service learning project.

☐ All partners contribute to the service learning project.

☐ All partners benefit from the service learning project.

☐ Roles and expectations of each partner are clearly defined.

☐ **Total number of check marks**

4. Components of Student Voice

☐ Students engage in a process that leads them to define "community" and "need".

☐ Students are involved in choosing and planning the service project.

☐ Students participate actively in the collaboration among the project's partners.

☐ Students are involved in planning the reflection sessions, evaluation, and celebration.

☐ Student voice is age-appropriate.

☐ **Total number of check marks**

5. Components of Civic Responsibility

☐ The project gives students' responsibility to care for others and make contribution

☐ The project helps students understand the community context of their actions.

☐ By participating in the project, students understand how they can make impact.

☐ Students use critical thinking skills to analyze their project and the related issues.

☐ The project provides opportunities for students to connect with role models.

☐ **Total number of check marks**

6.Components of Reflection

☐ Reflection occurs before, during, and after the service learning project.

☐ Reflective activities utilize multiple techniques so all students can reflect successfully.

☐ Reflection examines the results, processes and relationships in the project.

☐ Reflection helps participants consider the social/ethical dimensions of their experience.

☐ Reflection connects students' service experiences and the academic curriculum.

☐ **Total number of check marks**

7. Components of Evaluation

☐ The evaluation has a clear purpose and target audience.

☐ All the partners including students are involved in evaluating the project.

☐ The evaluation seeks to measure progress toward the learning and service goals of the project.

☐ The evaluation uses tools that respect the diversity of learning styles.

☐ The evaluation is planned before the project happens, rather than afterward.

☐ **Total number of check marks**

Service Learning Dipsticks: Transfer the dipstick totals from the previous pages to the lines at the bottom of this page. Then color each dipstick up to the correct level. The result gives you a visual picture of the strengths of your programs, as well as areas that may need some attention.

Project Name: _____ Your Name: _____ Date:_____

1	Integrated Learning	☐
2	High Quality Service	☐
3	Collaboration	☐
4	Student Voice	☐
5	Civic Responsibility	☐
6	Reflection	☐
7	Evaluation	☐

(adapted from the Service Learning Dipstick activity, Service Learning 2000 Center, 1998)

3.Employability Skills

Employability skills are also called "Transferable Skills". They can be transferred from one job to another. You start to learn these same skills at school, on a sports team or at home and then transfer them to a career. **These skills are used and developed in all areas of your life**. Developing these skills can help you be successful in your career, as well as in your personal life (school, home, sports, friendships).

Employability/transferable skills are important because no matter what career you have, these skills are important to ALL employers. Employers consider employability skills as important as job-specific or technical skills. Remember, most working people will make numerous career changes during their lifetime. Having these skills will make the difference between getting the job or not; getting the pay raise or not; getting the promotion or not.

Rate <u>Your</u> Employability Skills!

Employability/Transferable Skill:	Hardly Ever	Not Usually	Sometimes	Often	Usually
1. Communication Skills–I present information well when writing or speaking.					
2. Teamwork Skills–I am co-operative, appreciate other people's ideas, and know how to work toward achieving the goals of a group. I am friendly and think positively.					
3. Time Management Skills–I am good at scheduling my work and setting goals. I get my projects in on time.					
4. Problem-Solving Skills–I enjoy defining problems and figuring out solutions.					
5. Organization Skills–I am an orderly person. I manage my school work and personal life and always plan ahead.					
6. Learning Skills–I am a curious person when I want to know something, I know how to research the information.					
7.Listening skills–I follow directions well and understand what other people are saying.					
8 Creativity Skills–I like to think up new ideas and new ways to meet my goals.					
9. Leadership Skills–I am positive and know how to motivate people to meet goals. I can assign and co-ordinate projects.					

邏輯模型（Logic Model）

請依據以下表格發展你個人服務領導學習計畫的基礎架構。你會知道你為什麼和怎樣做你的服務領導學習計劃，並且它將如何對社區在短期，中期和長期的階段帶來正面的影響力。

Focus 焦點	Resources 資源	Activities 活動	Short-Term Outcomes 短程成果	Mid-Term Outcomes 中程成果	Long-Term Outcomes 長程成果	Impact 影響
The issues your project will address 你計畫中處理的議題	Personnel, materials/supplies, etc.. dedicated to the project 為計畫貢獻的人力、補充資料	The inputs achieving the goals of the proposed project 達成計畫中預期目標所投入的事項	Short-term changes in the knowledge, attitudes, behaviors and/or skills of project participants within 1 years 參與者一年短程內在知識、態度或行為的改變	Mid-term changes in the, knowledge, attitudes, behaviors and/or skills of project participants beyond 2-3 years 參與者兩至三年短程內在知識、態度或行為的改變	Long-term changes in the knowledge, attitudes, behaviors and/or skills of project participants beyond 4-6 years 參與者四至六年短程內在知識、態度、行為的改變	Intended or unintended changes occurring in the organization & community as a result of program activities within 7-10 years 發生在組織與社區參與者在七至十年之內組織與社區會產生的改變

設定學習目標 (Setting Learning Goals)

When writing objectives, describe what you will learn, not what you will do. Think about what you will gain and how this experience relates your academic, employability development. Use concise, measurable words to describe your goals, e.g. identify, improve, define, apply, solve, compare, initiate, and develop. Your objectives should be developed in collaboration with your site supervisor and professor. By collaborating with your professor you will ensure that you will meet the goals, which are important to you, realistic for the setting and appropriate for the experience.

- 撰寫目標時，描述你將學到的而非你將會行動的。
- 思考你將得到的，以及如何結合此經驗運用所學，使用簡潔適當的字描述你的目標，例如分析、改善、定義、運用、解決、比較、啟蒙、及發展。
- 你的目標應該是你服務領導學習項目的輔導或行政人員和教授的共同合作設計，藉由與三方的合作，你將能確保你能夠目標的達成，真實的環境與經驗的體會，對你而言這是相當重要的。

Through this experience, I will gain the following abilities, knowledge, skills and network to benefit my personal development, future family and career development and community development. 通過這次經驗，我將獲得以下能力、知識、技能和人脈，以造就我的個人發展、未來的家庭、事業發展和造福社區發展 ...

Learn 學習	1. 2. 3
Better understand 更能了解	1. 2. 3
Develop and practice skills in 發展與實踐技能於:	1. 2. 3
Explore values of 探索價值	1. 2. 3
These are the obstacles that I will face. 以下是我將會遭遇的困難	1. 2. 3

服務領導學習反思（Service Learning Reflection）

這張反思表幫助你發現在服務學習執行過程中，你在個人及專業能力發展的成長與收穫

姓名:＿＿＿＿＿＿＿ 系級: ＿＿＿＿＿

能力範圍	特質	定義	程度 （5最高） 1 2 3 4 5	你學到了什麼?證明/舉例
思考技巧	問題解決能力	當你在服務領導學習裡遇到困難時… 1)你知道問題產生的可能原因。 2)你明瞭如何根據事實狀況，來評估、修訂計劃並解決問題。	1 2 3 4 5	
個人品質	責任感	1)雖然忙碌或者不是很清楚如何執行，你仍然能為此服務領導學習的目標堅持到底。 2)你能準時參加上課及活動時間。 3)即使不喜歡此工作，你知道職責並能保持一個敬業與熱忱的態度。	1 2 3 4 5	
	社交能力	1)不管在何環境，你均能對待他人有禮貌，並且與之和諧相處。 2)你能針對情境的要求，對別人的所言所行有適當的互動與連結。	1 2 3 4 5	
	誠實	1)你值得別人信賴。 2)你能以倫理和道德，做對的選擇與決定。	1 2 3 4 5	
五大能力	管理資源	1)你知道如何管理你的精力，運用智慧，自信地去完成此此服務領導學習的目標。 2)你知道如何有效率地完成任務。 3)你知道如何評估個人表現並給予反饋。	1 2 3 4 5	
	管理人際技能	1)你積極主動與他人合作，達成目標。 2)你知道如何幫助別人學習。 3)你知道如何溝通，提供良好的服務。 4)你知道如何自我領導和領導他人。 5)你知道如何與他人達成共識與協調。 6)你知道如何與不同個性的人共事。	1 2 3 4 5	
申論題 1.甚麼價值觀和信念在此服務領導學習活動中最為重要？(1000字以內) 2.在這個學習課題，你最大的收穫是什麼？(1000字以內)				

Linking Academic/Intellectual Knowledge with Service Learning Programs (by Dr. Cinnie Ng)

	Service Programs & Service Target Groups	Academic knowledge / Theories / Concepts	Attitude, Competencies & Skills
A	Service Leadership Programme:		
1	<mark>Social Concern</mark> Local projects: 1. Visit and Service to Aged 2. Visit and Service to New Immigrants 3. Visit and Service to poor families 4. Ice-breaking and Team-building workshops 5. Workshops on understanding the service target groups 6. Service leadership skills 7. Event organizing skills workshops Mainland / Overseas experiences via Study / Service Trips	1. Service Learning Theories 2. Elderly Problems 3. Family Problems 4. Poverty in Society of Hong Kong 5. Understanding the relevant social welfare policy with analysis 6. Compare the causes and real situation on the relevant issues on poverty and relevant strategies to handle the issues between Hong Kong and the region to be visited	1. Communication with different target groups 2. Design appropriate activities for target groups 3. Reflection on the experiences 4. Analytical skills 5. Community engagement
B	Service Leadership Programme:		
2	<mark>Multi-Cultural Harmony</mark> Local projects: 1. Visit and service to ethnic minority groups in Hong Kong 2. Connect with local young students and provide training to them to serve the ethnic minority groups 4. Ice-breaking and team-building workshops 5. Workshops on understanding the service target groups 6. Service leadership and "train the trainer" skills 7. Event organizing skills workshops Mainland / Overseas experiences via Study / Service Trips	1. Service Learning Theories 2. Issues on ethnic minority 3. Multi-cultural harmony vs racial discrimination in local and global contexts 4. Understanding the relevant government policies with analysis 6. Compare the causes and real situation on the relevant issues on multi-cultural harmony and relevant strategies to handle the issues between Hong Kong and the region to be visited	1. Communication with different ethnic groups 2. Design appropriate activities for "train the trainers" for selected local young students, as well as for the ethnic minority children groups 3. Service leadership skills 4. Reflection on the experiences 5. Analytical skills 6. Community engagement
C	Civic Leadership Programs:		
3	<mark>Citizenship Education</mark> 1. Attend seminars and workshops on "Citizens, Government and the Community", "Understanding Hong Kong Society", and/or related topics	1. Citizenship Education Theories 2. Issues on citizenship, government and community 3. Understanding the society and the government 4. Understanding the civic responsibility of a citizen with	1.Communication with different community groups, and citizens 2. Team and self- study skills 3. Presentation skills

	2. Visit local communities and meeting with their District Counselors (e.g., Kowloon City District), and conduct research on uniqueness of the community Mainland experiences via Study / Service Trips	analysis 4. Compare the society and government structure and practice between Hong Kong and the region to be visited	4. Reflection on the experiences 5. Analytical skills 6. Community engagement
	Civic Leadership Programs:		
4	<mark>Value of Integrity</mark>　　Local projects: 1. Visit ICAC (Independent Commission Against Corruption) and attending seminars on "Ethical reasoning" and related issues 2. Leadership training workshops for preparing to serve as ICAC student ambassadors promoting integrity and anti-corruption messages on-campus, to secondary schools, and/or, to the general communities.	1. Citizenship Education Theories 2. Issues on social impact of anti-corruption mentality and strategies of the city 3. Understanding the ICAC 4. Understanding the civic responsibility of a citizen with analysis 5. Impact of ICAC on development of Hong Kong society 6. Exploration of ethical and moral education	1.Communication with ICAC officials and different community groups 2. Team- and self- study skills 3. Presentation skills 4. Reflection on the experiences 5. Analytical skills 6. Community engagement
D	Global Citizenship Programme:		
5	<mark>Change- Makers–</mark> "From Homelessness to Shelter for All" 1. Attend seminars on the issue of "Homelessness" on local and global contexts 2. Research and prepare for group presentations on topics relating to homelessness, causes and various strategies adopted by various governments and international NGOs 3. Visit and serve residents in the public shelters for homeless people in Hong Kong 4. Partnership with international NGOs (e.g., Habitat for Humanity) and understand their missions and policies 5. Overseas service trip working with Habitat for Humanity to build houses for the needy afar (e.g., India)	1. Global Citizenship Education Theories 2. Issues on national and global citizenship 3. Understanding policies for homelessness of various governments and United Nations 3. Understanding different international NGOs helping homeless people 4. Analyzing the issue of homelessness as a result of globalization, excessive urban development 5. Understanding the civic responsibility, the pro and con, of being a global citizen with analysis 6. Compare the problem of homeless and related strategies between Hong Kong and the region to be visited	1. Team- and self- study skills 2. Service attitude toward homeless people 3. Presentation skills 4. Reflection on the experiences 5. Analytical skills 6. Community engagement 7. International outlook in viewing issues from a global perspective

HKBU	Departments	Service Learning Ideas	Linking HKBU programs
Faculty of Arts	1. Chinese Language and Literature	Develop a Chinese literature appreciation program for youth	
	2. English Language and Literature	Develop a literacy program for adults and instructional strategies for teaching reading to adults	
	3. Music	Conduct music workshops with local elementary schools. Music program for underprivileged students, then using them as a children's chorus in that year's musical.	
	4. Religion and Philosophy	Serve at any organization which cares for people in need. Develop a religious studies/Sunday school curriculum for children who come from low-income homes	
	5. Humanities and Creative Writing	"Writing as Social Reflection"- students will read literature, keep journals, practice expository writing and volunteer. Questions central to the course are; "How does one move from an intellectual analysis of moral and ethical social issues to a socially responsible life?"	
	6. Language Centre	Assist foreign language speakers in understanding Chinese culture. Foreign Language students translate documents for the local school district so that community members who speak an alternate language are able to better communicate with the district and its teachers, and fully participate in their children's education.	
School of Business	7. Accountancy and Law	Work with neighborhood /advisory boards to put on workshops for residents of low-income areas on household finances, budgeting. Assist in the running and staffing of a cooperative food store	
	8. Economics	Analyze statistics and finances gathered by a non-profit community organization. Students in a Labor Economics course work with a community agency that helps he unemployed find jobs that fit their needs	
	9. Finance and Decision Sciences	Develop a free tax preparation and counseling service for low-income individuals.	
	10. Management	Students prepare management policy for small profit-making business /non-profits agencies.	
	11. Marketing	Students prepare business marketing plans for small profit-making business and nonprofits agencies.	

School of Chinese Medicine		Students prepare Chinese medicine workshops for elders or housewives.	
School of Communication	12. Academy of Film	Create a film or video that can be shown to promote nonprofit projects.	
	13. Communication Studies	Conduct workshops on interpersonal communication and effective conflict resolution for students in an elementary school or after school program. Create innovative noncommercial radio and television programs or public service announcements for nonprofits	
	14. Journalism	Partnering with middle school classroom to teach about journal writing.	
Faculty of Science	15. Biology	Conduct workshops at elderly resident homes on "What's Happening to My Body." In this way, students will learn about the particular nutritional needs of the elderly and physical changes they are going through. Students work as helpers at a non-profit nature study center which provides free education programs and tours for inner-city youth.	
	16. Chemistry	Students go door to door distributing brochures about the dangers of lead-based paint in older homes, then ask for the homeowner's permission to take a paint sample. Later, the paint samples are analyzed in a laboratory for the presence of lead. The information is distributed to the homeowners and government officials	
	17. Computer Science	Develop personalized software for non-profits to better manage volunteers, finances, inventory	
	18. Mathematics	Assist a non-profit organization in developing and conducting a survey, based on the needs of that organization. Analyze the data collected from the survey and report back to the organization	
	19. Physics	Present workshops on physics basics to students in a local elementary school. Study alternative energy sources and provide a report to the college with recommendations on the best way the college can conserve energy.	
Faculty of Social Sciences	20. Education Studies	Students develop lesson plans and tutor local elementary students, preferable at-risk students. They are required to maintain a journal and complete a research project during the course.	
	21. Geography	Work with an elementary school to create a geography program, in which students use a global positioning system.	

	22. Government & International Studies	"Voluntary Organizations and Global Development"- Course focuses on the relationship between voluntary activity and development, especially in the "third world." Students will hear from individuals working with voluntary development agencies and learn of career options in this sector.	
	23. History	Using research methodologies, develop a history of ethnic minority Community	
	24. Physical Education	Conduct healthy eating and exercise clinics for students in a elementary school. Develop a sports league for students in low-income elementary schools, stressing the importance of teamwork.	
	25. Social Work	Examine micro-political structure of low-income neighborhoods through neighborhood association service.	
	26. Sociology	Conduct a needs assessment and evaluation of a project assisting those that are homeless.	
Academy of Visual Arts		Students create murals which are proposed by the students themselves.	

101 Bright Ideas for Service Learning   http://www.gcsu.edu/engagement/docs/101_BRIGHT_IDEAS_FOR_SERVICE_LEARNING.pdf