

# Service-Learning Handbook for Distance Learning



The University of South Dakota

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CENTER FOR ACADEMIC  
ENGAGEMENT

Fall 2009

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## **Introduction**

Service-learning is one of the most hands on, high impact curricular pedagogies available to faculty, when it is properly included in a course. It can be characterized as a “teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” Learn & Serve America’s National Service-Learning Clearinghouse (<http://www.servicelearning.org/what-service-learning>).

Service-learning in a distance delivery course can provide excellent possibilities for engagement, yet requires careful planning to deal with logistic challenges. The purpose of this handbook is to assist faculty in planning and executing a service-learning project in their distance course that is both academically meaningful to the faculty and students, as well as addressing a need identified by a community partner.

This handbook includes some introductory information about distance learning, forms that may be used for service-learning, and a listing of other resources for implementation. It is designed to assist faculty who are teaching the IDEA Program capstone courses (IDEA 410), which include a service-learning “Action” component, as well as for other faculty interested in developing a distance service-learning course.

## **Distance Learning and Service-Learning Information**

The Center for Teaching & Learning can provide extensive information and support to assist teaching in a distance format. However, for the purposes of this handbook, it is important to keep the following considerations in mind that will foster development of a successful course:

- Sign up for D2L training well before the semester in which you are scheduled to teach. You may also wish to sign up for other software training (podcasts, other multimedia, etc.) to enhance your course.
- Design the course to be as rigorous as a face to face course, including creative methods and frequent assessment.
- Strive to engage students in discussion with you and with each other early and often during the term. An introductory set of emails or blog posts to help students connect both personally and professionally is an excellent method to set the tone. You may also offer a “student lounge” where students can connect via D2L about items other than course materials, or create smaller groups to encourage more informal discussion.
- Use the technology as a method to increase rigor and engagement to best compliment various course activities.
- If you are new to distance learning, request a distance learning faculty mentor.
- Assist students in navigating the technology. Too much instruction is often better than too little.
- Build assessment into most activities.
- Provide frequent and positive encouragement to students.
- Feel comfortable guiding on-line discussion. If students are either addressing a “flawed” question or are not providing thoughtful feedback, post a new question or comment to clarify and redirect the conversation.
- Develop a back-up plan for technology failure.

*See generally* Lehman, K.J., 2004.

Service-learning and other experiential learning pedagogies, such as civic engagement, have long been popular in face to face courses. These methods can also be helpful as a mechanism in distance courses. Experts in this area have noted both the efficacy of service-learning, as well as the potential concerns in distance learning:

By providing structured opportunities designed to promote student learning through engagement in the community, service-learning fosters students' critical thinking and interpersonal skills. Students participating in service-learning:

- 1) provide community service as part of their academic coursework,
- 2) learn about and reflect upon the community context in which the service is provided,
- 3) and develop an understanding of the connection between service and their academic work.

As the face of higher education evolves with the advent of online formats, it becomes difficult to develop experiences for distance students that provide work-based experiences and engage students as members in their local communities. Conventionally, service-learning experiences are structured in a local community that is usually in proximity to the higher education institution where students are enrolled and to which they can easily gain access. With online courses, students are based in their own communities, which might not be in the same county, state, or even country as the higher education institution. The challenge then is providing a quality experience through service-learning while meeting the needs of multiple students in multiple communities.

Strait & Sauer, 2004, p. 62.

Working with students in multiple locations, or “distributed students,” can be a positive development:

When students are working with multiple projects, they can tailor their [service-learning] to their own major interest. When students are motivated by personal interest, learning and retention soar. Also, multiple community partners benefit from the varied service-learning projects.

Strait & Sauer, 2004, p. 64.

Access to a community partner can be challenging “because online students tend not to be the traditional age of on-campus students and usually work a 40-hour week in addition to going to school[.]” Strait & Sauer, 2004, p. 64. However, there are often projects that do not require direct participation with an organization’s clients, where a student in this situation may be able to still satisfy the course requirements. For example, a student may be able to develop web or print resources for an agency in the evenings at home, meeting only infrequently during daytime hours with the agency partner.

Students may have a difficult time with feeling pressured to perform individually, not having as much attention from the instructor, miscommunication, and a lack of direction. Additionally, “reflection can be a challenge for students. Most students are familiar with keeping a log of hours or writing short papers” about their service-learning experiences; however, “determining how the service-learning is affecting the students requires deeper levels of reflection. This means the instructor needs to provide more opportunities for discussion and assign more reflective-type activities for the students” completing the online service-learning course. Strait & Sauer, 2004, p. 64. This can be time intensive, but is a critical component.

The Center for Teaching & Learning, Continuing Education, and the Center for Academic Engagement (CAE) can assist distance faculty in course development and reflection planning to best address these issues. The following chart will provide general information about roles and responsibilities in this regard. *Please note that although the CAE’s address is on some of the forms, all forms submitted are the faculty’s responsibility and should be sent to the faculty member directly.* Periodically, the CAE requests information for campus-wide assessment on service-learning, and may request forms or information at that time.

### **Role and Responsibilities of the Center for Teaching & Learning (CTL)**

- Assist with training for D2L, Turnitin, and other multimedia needs (<http://www.usd.edu/academics/center-for-teaching-and-learning/classes-offered.cfm>)
- Provide faculty development for best practices in distance learning

### **Role and Responsibilities of the Division of Continuing Education (CE)**

- Provide faculty development for best practices in distance learning
- Connect faculty member with distance faculty mentor

### **Role and Responsibilities of the Center for Academic Engagement (CAE)**

- Meet with faculty member to discuss integration of service-learning project into course outcomes, if requested
- Provide report templates for assessment of service-learning projects
- Supply paperwork applicable to IdeA Action project (liability forms, community agency contracts, photo releases, transportation forms, etc.)
- Provide resources to develop evaluation and reflection activities
- Identify other resources helpful to project or course (grants, books, community partners, training, etc.)
- Consult on logistical, risk management, Human Subjects, and troubleshooting issues
- Identify opportunities for project dissemination and faculty recognition
- Maintain CIMA World insurance for student service-learners (This only provides volunteer liability protection should the student injure another person or their property while carrying out their assigned duty; it also provides civil damage protection if a student is accused of sexual misconduct.)

### **Role and Responsibilities of the Faculty Member**

- Set rigorous learning objectives for the service-learning project closely related to the course content
- Design syllabus to create links between the potential service-learning project and other course content
- Structure and plan time for ongoing reflection on the service-learning project throughout the semester
- Discuss service-learning project with students, identifying purpose, requirements and expectations
- Serve as a contact for the project partners and check in periodically for feedback
- Evaluate student learning in service-learning component, focusing on learning outcomes, not only time dedicated to project
- Require students to provide the following forms to you:
  - Planning for Your Action ([Appendix B](#))
  - Action Approval Form ([Appendix F](#))
  - Service-learning Contract and Liability Waiver Form ([Appendix G](#))
  - Midterm Evaluation ([Appendix J](#))(strongly suggested, but optional)
  - Service-Learning Community Partner Evaluation ([Appendix K](#))
  - Time/Effort Report Form ([Appendix N](#))
  - Reflection Component ([Appendix I](#))
  - Student Survey ([Appendix O](#))
- Ensure a small portion of course grade depend on students submitting all required forms to faculty member (e.g. release forms)
- Turn in the community agency and student survey results to the CAE

### **Role and Responsibilities of Project Partner**

- Meet with student to educate about agency and determine projects
- Understand course learning goals and develop projects combining these goals with the community needs
- Identify projects, in collaboration with service-learning student, that are significant and appropriate for rigor level
- Provide or identify training or resources needed to conduct project
- Ensure safe work environment

- Inform students of organization's purpose, policies, procedures, issues, and population served
- Maintain open communication with student and faculty member about project progress
- Identify main project liaison at organization

### **Role and Responsibilities of Students**

- Contact the service-learning partner
- Discuss with the organization the course goals, potential service-learning projects, and expectations
- Serve as prime contact with project partner
- Fulfill all duties and responsibilities of project as assigned by faculty member
- Respect rules, regulations and confidentiality standards of partner
- Maintain open communication with faculty and project partner
- Track hours or document project participation as required
- Participate in reflection activities and assignments
- Complete evaluation at conclusion of project
- Be flexible with changes to project
- Demonstrate respect and positivity while at placement site

## **Guidance for Incorporating Service-Learning into a Distance Course**

Provided below is step by step instruction on how to prepare and implement a distance service-learning class.

Throughout these instructions, you will be referred to the appendix for examples of forms you can use. The appendix is not an exhaustive list of forms; instead, it contains both required forms and other limited examples you can structure as appropriate to your own course. It is suggested all forms be posted on D2L. Those that are required by the IdEA Program Action component are noted with a double asterisk and are listed below:

- Planning for Your Action ([Appendix B](#))
- Action Approval Form ([Appendix F](#))
- Service-learning Contract and Liability Waiver Form ([Appendix G](#))
- Midterm Evaluation ([Appendix J](#)) (strongly suggested, but optional)
- Service-Learning Community Partner Evaluation ([Appendix K](#))
- Time/Effort Report Form ([Appendix N](#))
- Reflection Component ([Appendix I](#))
- Student Survey ([Appendix O](#))

### **PLANNING (3 months prior to course):**

1. Determine learning outcomes for course and develop course outline. Consider the following:
  - a. **Curriculum & Assessment:** Service-learning provides an alternative context for existing curriculum. Consider including the following in development:
    1. Activities that stimulate the acquisition and application of course concepts/skills;
    2. Promotion of high levels of thinking and the construction of knowledge;
    3. Communication of information and ideas;
    4. Assessments that are integrated with instruction (journals, oral presentations, essays, products, research papers, and self-evaluations).

- b. **Goals and Objectives:** Whether you are starting with a particular service idea and finding learning objectives to match or vice-versa, you should develop goals for both the service and learning components of the course. Consider students' existing knowledge base and what they might need to learn to accomplish their project.
- c. **Scheduling:** Evaluate the time element necessary for each part of the project. Make sure the students' time and that of the community partner is well spent. Geiger, 2009 p. 12.
- d. **Prepare for Reflection:** Questions to ask include, "What are strong points in the service-learning project?" "What needs more development?" "What are some possible solutions?" Geiger, 2009, p. 14.

2. Refer to [Appendix A](#) for guidance

## DEVELOPMENT OF SERVICE-LEARNING PROJECTS (during first one-fourth of course):

1. Brainstorm:

- a. Initiate communication with students and brainstorm Action ideas, personal contacts, community groups, and public agencies.
- b. Assign students to complete planning sheet. Review planning sheet and give feedback to students.
- c. Refer to [Appendix B](#)\*\* for planning sheet example and guidance.

2. Community Agency Contact:

- a. Have students make contact with a few organization; this step includes establishing a community partner and communicating mutual expectations.
- b. Refer to [Appendix C](#) for a survey students can give to potential organizations to assist in finding a project.
- c. Suggest a "Community Site Visit Checklist" form to assess requirements, risks and basic safety factors of a site.
  - i. Refer to <http://service.csUMB.edu/site/Documents/service/SLI0401.pdf> for an example of a community site visit checklist.
  - ii. Refer to [Appendix D](#) and [Appendix E](#) for guiding principles to reduce risk for faculty and organizations.
- d. Have students complete a "Learning Agreement" form to specify expectations, learning goals, and timeline.
  - i. Refer to [Appendix F](#)\*\* for the Action Approval Form.
  - ii. Refer to <http://service.csUMB.edu/site/Documents/service/SLI0301.pdf> for another example.
- e. Have student fill out waiver forms to address liability issues.
  - i. Refer to [Appendix G](#)\*\* for the University's service-learning contract and liability waiver for the student.
- f. Suggest students seek a service-learning agreement with their community partner.
  - i. Refer to [Appendix H](#) for an example of an agreement with an organization.

## REFLECTION AND ASSESSMENT (throughout and at end of course):

1. Reflection:
  - a. Review plans for each session and keep on track with goals, reflecting on progress and problems, and continuing to strive for solutions.
  - b. Refer to [Appendix I](#)\*\* for reflection ideas. (Some sort of reflection is required as a course component.)
2. Assessment & Tracking:
  - a. **Community Partner:** Check in with the organization at midterm and at the end of the semester to evaluate the service-learning project.
    - i. Use an instrument to collect information from the community partner. Ask about perceptions of students' willingness to participate and the extent to which students met expectations. Share and discuss the information received with the students.
    - ii. Refer to [Appendix J](#)\*\* for the midterm community partner evaluation. (Strongly suggested, but optional.)
    - iii. Refer to [Appendix K](#)\*\*, [Appendix L](#), and [Appendix M](#) for examples of an end term evaluation by the community partner supervisor.
  - b. **Student:** Determine students' progress and impact.
    - i. Ask students to fill out their time report form throughout the project.
    - ii. Refer to [Appendix N](#)\*\* for the time report form.
    - iii. Directly linking the service and learning components of course goals and objectives creates the best outcome in evaluations. Using rubrics allows for linking outcomes and objectives. If rubrics are used, be sure to include a section for written comments so that students and the community partner have a chance to express additional thoughts or to refer to a tangible outcome. Assignments or portfolios that are submitted for course credit can be evaluated in accordance with normal procedures. Geiger, 2009, p. 16.
    - iv. Refer to [Appendix O](#)\*\* for the end of term evaluation for the student.

## RESOURCES:

For more information on service-learning refer to [Appendix P](#), contact Center for Teaching & Learning, the Center for Academic Engagement, or Continuing Education.

## Appendix A



The University of South Dakota.

**IdEA PROGRAM**

**Center for Academic Engagement**

103 Old Main

action@usd.edu

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www.usd.edu/idea & www.usd.edu/engage

## Faculty Action Component Planning

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The Center for Academic Engagement (CAE) and the IdEA Program provide the following information to assist in planning for the Action component in the capstone course. Please contact us if you have questions.

- **How can I integrate an Action component in my course?** It will help to:
  - Identify basics of course learning objectives including those related to the potential Action component.
  - List some major questions, problems, or concepts that the course addresses and consider how this course raises issues about the community.
  - Develop what outcomes you want your students to achieve through the Action component.
  - Provide tools for students to develop a list of possible Action projects or partners related to the course.
  - Consider how the Action component will be integrated in a significant way (1/3<sup>rd</sup> of course credit) into the course.
  - Plan how students will evaluate substantive community need in selecting their projects.
- **Who can help me develop ideas?**
  - Meet with CAE, if needed, to identify or refine project ideas to suggest to students.
- **What should I do to help students connect with the community?**
  - Refer the students to [www.usd.edu/volunteer](http://www.usd.edu/volunteer) or their local United Way or volunteer agency.
  - Identify a short list of possible projects, achievable in most communities, to provide to students as suggestions.
  - Include suggestions for meaningful, engaging, and challenging work.
  - Ask students to fill out the Action Component Planning Sheet ([Appendix B](#)).
- **Are there any other things to think about in picking a project?**
  - Please observe the following limitations adapted from the Corporation for National & Community Service: the project cannot include the following activities:
    - Organizing or engaging in protests, petitions, boycotts, or strikes.
    - Assisting, promoting, or deterring union organizing.
    - Impairing existing contracts for services or collective bargaining agreements.
    - Engaging in religious instruction; conducting worship services; providing instruction as part of a program that includes mandatory religious instructing or worship; constructing or operating facilities devoted to religious instruction or worship; maintaining facilities primarily or inherently devoted to religious instruction or worship; or engaging in any form of religious proselytization.
    - Providing a direct benefit to a labor union.
  - Action credit should not be given for activities for which students are paid or receiving academic credit elsewhere (such as another class, independent study, practicum, internship, etc.).
- **How do I let the students know what the Action component will entail?**
  - Put the project description into syllabus and a timeline for project completion.
  - Describe the reflection process students will use in the syllabus. Remember reflection is best when continuous throughout semester (beginning, middle and end at minimum).
- **What do I do after the Action component and reflection are over?**

- Think about ways to assess how the project contributed to the course and the community.
- Make sure to ask your community partner (if applicable) how they thought the project went.
- Tell the Center for Academic Engagement how your project went by filling out the “Action Project Feedback” information directly below.

### **Action Project Feedback**

Please assist IdeA and the Center for Academic Engagement in recognizing USD’s contributions to the community at large and in providing information to the granting agencies supporting many of the Center’s efforts. You can do so by submitting the information below to [engage@usd.edu](mailto:engage@usd.edu):

A short description of your project, briefly reflecting on the following:

- Identify the learning outcomes proposed and the results of the evaluation on those goals
- Explain the reflection method(s) used to conclude the service-learning activity, along with a synopsis of the results. Quotations from participants are welcome.
- How many service-learning hours did your students provide to the agency/community partners? Please distinguish between training and direct service or engagement.

Demographic and community information:

- What is the demographic makeup of the students involved? (gender, race, ethnicity, disability) (*estimates welcome*)
- How many faculty /staff were involved?
- What agencies/community partners were involved?
- What are the focus areas of these agencies/community partners (i.e. poverty, immigrant, education, environment, disadvantaged youth)?
- What is the general demographic makeup of the population served by the agency/community partner? (if applicable)
- How many people were served by the project and what age groups were represented?
- Were other community volunteers involved in the project? Please, if you can, list estimates of the numbers of volunteers who are youth or baby boomers.

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## Appendix B



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### Planning for Your Action Component

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1. Work with your faculty member to select an appropriate Action project. You will receive credit and a grade for your Action component in your capstone class.

- The project must be course-related as determined by your faculty member.
- The project cannot include the following activities\*:
  - a. Organizing or engaging in protests, petitions, boycotts, or strikes.
  - b. Assisting, promoting, or deterring union organizing.
  - c. Impairing existing contracts for services or collective bargaining agreements.
  - d. Engaging in religious instruction; conducting worship services; providing instruction as part of a program that includes mandatory religious instructing or worship; constructing or operating facilities devoted to religious instruction or worship; maintaining facilities primarily or inherently devoted to religious instruction or worship; or engaging in any form of religious proselytization.
  - e. Providing a direct benefit to a labor union
- \*excerpted from the Corporation for National & Community Service
- Action credit **cannot** be given for activities for which you are paid, receiving academic credit elsewhere (such as another class, independent study, practicum, internship, etc.).
- Your project cannot be supervised by another USD student or a relative without prior approval from your faculty member.

2. The following questions may help you select an appropriate Action component. You may put the answers on a separate page:

- a. What is my capstone theme? (ex. Justice)
- b. What are **4 issues** in my theme that interest me?
- c. What **skills or talents** do I have? (ex. good writer, web design, CPR)
- d. **What community** agencies do I **already know about** that would relate to my theme interest areas?
- e. **Would I like to work one on one** with someone or **in a group**?

You may find the organization with which you want to work on your own, at the suggestion of your faculty member, or from the [Action Database](#). Your required forms will be provided by your faculty member. It is suggested that you contact the agency or partner before you fill out your Approval Form so you are clear about what projects you will be doing and how they relate to your theme.

3. Fill out an Action Approval Form, have your faculty member approve it, and return the form electronically to your faculty member. *If you do not receive this approval, and you do not turn in the approval form **prior** to beginning the Action, you may not receive credit.* You must also sign the Student Action Release form and return it to your faculty member *before* you engage in your Action.
4. Contact your selected organization to arrange your involvement. Remember that community agencies are busy places. Sometimes you'll have to leave two or three messages before the agency contact gets back to you. Don't give up! When you do reach the person, make sure it is a good time to talk. You may want to explain:
  - you are a student and are enrolled in this service-learning class
  - your interest in the particular organization and its purposes
  - the time you have available to work

- your past volunteer or community experience
- particular skills (e.g., computer, research, crafts, sports, counseling) you have to offer
- particular classes you have taken that may relate to issues the agency addresses
- what your goals and reasons are for pursuing this work
- you would like to set up an appointment to meet with them
- you appreciate the time they are taking to work with you.

Before you hang up (stop), make sure you confirm:

- the day and time of your meeting
- where the agency is located and how to get there (by car, foot, bicycle, or bus)
- and if you have made any agreements, what your responsibility will be.

5. Arrange a meeting/orientation with the organization or agency for which you wish to work. When you visit the agency, be prepared to ask any questions you may have. Also, bring your course syllabus and a resume if you have one; it may help agency staff quickly understand where you will best fit. Here are some questions you may want to ask:
  - Who are the people the agency serves?
  - What is the history of the agency?
  - Do they offer training to volunteers?
  - Who will be your supervisor? Will a supervisor always be present?
  - Are volunteers required to give a minimum time commitment?
  - What are some of the potential challenges you will face?
  - Are there written safety/health/legal policies that you should review?
  - What opportunities will there be for your responsibilities to evolve as you develop experience?
6. Each time you engage in your Action activity, you must complete and have the organization's supervisor initial your Action Time/Effort Report Form. Once you have completed the requirements, the entire form must be verified, and returned to your faculty member. If you spend more than the required time, please note that as well.
7. As you engage in your Action, please keep the following common sense guidelines in mind:
  - a. Be responsible for agreed hours. Arrive on time and ready to work. It is important that you are consistent in your attendance and that you arrive at your scheduled day and time. You should identify a contact person at the site and obtain his/her phone number so that you can inform the person if you are unable to keep a scheduled visit.
  - b. Understand the parameters of your activity. In doing so, be responsible for your behavior by: caring for your own health & safety; understanding your own insurance coverage; understanding the waivers you sign; and thinking through any risks this Action can pose.
  - c. If you do not receive training or orientation, ask for it. You should receive from the sponsoring organization an orientation regarding its purpose and policies, including emergency procedures. In addition, you should understand the goals and objectives for the project.
  - d. Be informed regarding the sponsoring organization's clients' status, special needs, and try to understand the clients' perspective. By doing this, you should reduce any risks associated with the client population by modifying your own behavior.
  - e. Ask about and understand any confidentiality policy and how it affects your behavior. In general, do not discuss the clientele, their names, and their situations outside the organization. For your coursework regarding the Action, adopt aliases or use the client's initials if you want to refer to someone specific.

- f. Know your skills, but recognize your limits and realize that you do not have all the answers. Accept assignments that you know you can handle. If you are given something that you think you cannot handle, make sure you discuss the situation with your site supervisor and your faculty member and request other duties immediately. Use your time wisely and do not interfere with the performance of others.
- Know what you are expected to do as a service-learner at your community site.
  - Realize that you may not already know how to do what is expected of you.
  - Prepare yourself by asking questions. Seek out useful information about the agency and the project on which you will be working.
  - Think critically about the purpose of your service-learning assignment and actively work toward generating a product that will serve the community or agency's need.
  - Work to understand the activity's relevance to your academic work.
  - Pay attention to how you use and experience power. Learn and serve WITH people in the community. Be aware that people in the community have different priorities.
  - Adapt to the pace at your workplace! Learn that academic settings do not work by the academic calendar.
- g. Never enter the private home or dwelling of a community member unless you are with an agency representative. Whenever possible, conduct any service-learning in groups of 2 or more.
- h. If you are driving, have a valid driver's license and insurance. Only agree to transport clients or others associated with the organization if you understand and agree with organization procedures and understand what insurance you and the organization have to cover such transportation. (The University encourages students to have their own automobile, health, and accident insurance.)
- i. Give the sponsoring organization's phone number and your schedule of working hours to your roommate, friend, or family member.
- j. Use common sense about your personal comfort level and surroundings. Do not borrow or lend money to clients or staff of an organization. Do not give your home address or phone number except to authorized organization staff, and report any incident that makes you feel uncomfortable.
- k. Cooperate with any screening the organization requires. Also, please follow rules as established by the organization. For example, respect the organization's smoking policy, and do not use alcohol or drugs while working.
- l. If you work with children, be careful to not be alone with them in an isolated place. While children are naturally curious, be careful about what information you give about your own personal life. Use common sense about discussing sensitive subjects. Similarly, respect the privacy of the child.
- m. Dress appropriately. Clothing should always be neat and professional. Consult with your site supervisor about policies on appropriate attire.
- n. Don't forget to complete the readings and assignments for class. They will help you understand what you are seeing and doing in your community agency.

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## Appendix C

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IdEA PROGRAM

## Sponsor Organization Survey

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“Liberal Learning: Students in a Global Community,” a portion of the University of South Dakota graduate requirements, is coursework based upon the concepts of justice, community, and sustainability and a natural setting for the type of civic engagement that is the hallmark of a liberal arts education. As such, the IdEA capstone classes in the theme will include the Action component as a central element of the course, embedded in the learning outcomes along with critical reading, discussion, and writing.

The Action components in the Liberal Learning capstones can include a multitude of public engagement and scholarship options that are community-based and meet the goals of the program. Those include:

1. personal contact & direct service-learning opportunities with a community agency
2. problem-solving or asset-creating projects with a community agency

**Please fill out this survey and tell us what projects your agency has and how you would be willing to partner with the University IdEA Program to accomplish them.**

Community Partner Name \_\_\_\_\_  
 Contact Person(s) \_\_\_\_\_  
 Address \_\_\_\_\_  
 Email \_\_\_\_\_ Website: \_\_\_\_\_  
 Phone Number \_\_\_\_\_

**Community agencies can partner with University courses in a couple ways, including direct service opportunities and asset-creating projects. Please consider each of these options.**

These are agency **activities, events, or problem solving issues** that could use volunteers (list event, timeframe, needs, and number of volunteers):

It would be helpful for us **to know the answer to the following questions** about our client base, our community, opportunities for fundraising or volunteer management, etc.:

Our clients would benefit from **presentations** on the following topics:

Here are some special things you need to know about our agency’s requirements for partners & volunteers (background check, testing, or shots required, special training needed, etc.):

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## Appendix D

### Service-Learning Risk Management Principles for Faculty

**DO** provide community-based organization orientations to familiarize students with policies, procedures and risks involved in the specific service activities they will be providing and with the populations they serve.

**DO** discuss forms with students so they fully understand their responsibilities, learning objectives and service objectives, and are informed of the risks associated with their service-learning placements. Students should sign appropriate forms and have their site supervisor(s) and faculty member review and sign them as well.

**DO** be aware that a special insurance policy covers some activities by students in the Action component (questions should be directed to the Center for Academic Engagement).

**DO** understand that faculty members can be individually named in lawsuits and should play an active role in ensuring safe and positive service-learning experiences for their students.

**DO** know that faculty members will be indemnified and protected by the university in the case of a lawsuit, so long as the faculty member was acting within the scope of his or her work.

**DO** help suggest alternative placements and/or opportunities for students in service-learning courses to avoid potential risks.

**DO** meet the special safety needs of any student.

**DO** be aware that there are state and federal regulations regarding fingerprinting and background checks for those students whose service-learning placements are in organizations that work with children, the elderly, or persons with disabilities.

**DO** know when each student is scheduled to provide service and be able to verify that the student did provide the service at the community-based organization site.

**DO** know where emergency contact information for students is kept, and what the procedures are at the university and at the community-based organization site if an emergency occurs. If the community-based organization asks the student for emergency contact information, a copy should be kept by the faculty member for the duration of the service-learning experience.

**DON'T** assume that campus and site orientations are consistent; they vary among courses, campuses, departments and community-based organizations.

**DON'T** assume individual faculty members or departments are aware of the students' whereabouts or activities while performing their service-learning.

**DON'T** assume that students are aware of such issues as liability or sexual harassment policies. Both campus and site orientations are necessary to familiarize students with any potential risks involved with service-learning activities.

**DON'T** arrange travel for students. Liability is greatly reduced if students are responsible for their own transportation to and from the service site.

**Source:** California Polytechnic State University (<http://www.calpoly.edu/~civic/docs/GuidingPrinciples.pdf>).

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## Appendix E

### Guiding Principles to Reduce Risks in Service-learning For Community-Based Organizations

**DO** thoroughly review all forms to understand the roles and responsibilities of all parties.

**DO** ensure that service-learners comply with any legal requirements for background checks.

**DO** assign a supervisor for service-learners at your site.

**DO** orient all service learners to your organization and its policies, procedures, clientele profile, and emergency procedures. This will ensure that service learners act in safe, positive, and productive ways during their placements.

**DO** require that service-learners complete a sign-in/out sheet each time they serve, so that you are aware of who is at your organization at all times.

**DO** communicate with the faculty member if your organization is experiencing a difficult time with a service- learner.

**DO** ensure that you have contact information for a representative at the university, in case problems arise, or accidents happen.

**DO** ensure that you have emergency contact information for service -learners.

**DO** ask for a copy of the syllabus that a faculty member gives to the service-learners.

**DO** review and sign each student's forms to ensure that you can help the students meet their service-learning objectives.

**DON'T** share the results of any background check with university representatives.

**DON'T** assume that any final products produced by students are the sole property of the community-based organization. The final products are the property of the student, but more often than not, the student can grant rights to use the product to the community-based organization.

**DON'T** request that service -learners do tasks that are beyond their capabilities as volunteers, or beyond their scope of work.

**Source:** California State University East Bay  
([http://www.csueastbay.edu/service\\_learning/CommunityPartnerDos&Donts.shtml](http://www.csueastbay.edu/service_learning/CommunityPartnerDos&Donts.shtml))

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Appendix F



**Center for Academic Engagement**  
 103 Old Main  
 action@usd.edu  
 (605) 677-6338  
 www.usd.edu/idea & www.usd.edu/engage

**Action Approval Form**

**Must be completed and approved BEFORE you begin your Action component. Action projects may not be used for dual academic credit and must adhere to the Action Guidelines.**

Student Name _____	IdEA Course _____
Student Email _____	Student Phone _____
Sponsoring Agency/Program _____	
Supervisor/Coordinator & Title _____	
Supervisor's City, State _____	Supervisor's Phone _____

**You must answer both questions completely:**

**1. The following is my plan for my Action (include specific activities, organizations, what you expect to offer and receive from the experience):**

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**2. Explain clearly why this Action relates to your course:**

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I agree to supervise the above named student at my organization for the proposed project to be conducted for their service-learning requirement. I agree to provide a safe and appropriate working environment, to provide adequate training and assistance if needed, and to provide feedback to the student and course instructor.

**Supervisor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

I agree to perform the duties assigned to me by the above mentioned community organization to the best of my ability. I will adhere to all rules, procedures and policies explained to me. I will uphold a level of professionalism during my time of service. If for any reason I cannot complete time and duty commitments, I will provide adequate notice and do my best to provide alternative arrangements.

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

I certify that the above named student may complete their hours requirement at the above named organization.

**Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Approval of your Action project is not guaranteed until this form is completed correctly with the appropriate signatures and returned to your faculty member.**

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## Appendix G

### ***The University of South Dakota: Service-Learning Activity Release Agreement***

\*Must be completed and submitted to the faculty member before the planned event.\*

Service-Learning Event or Course \_\_\_\_\_  
 Student Name ("Student") \_\_\_\_\_  
 Student I.D. Number \_\_\_\_\_

The purpose of this agreement is to protect all participants in The University of South Dakota's Center for Academic Engagement ("Center") or IdEA Program, including students, faculty, The University of South Dakota (collectively known as the "University"), and the agencies, businesses, organizations, and individuals working with the University. You, the Student, must sign this form to indicate agreement with its provisions. This must be signed and returned before you participate in the event/begin your activity.

The Student, in consideration of being allowed to participate in a service-learning project as part of the IdEA Program, hereby agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from an against any and all actions, suits, damages, liability or other proceedings which may arise as a result of engaging in activities related in any way to the event.

The Student also understands and acknowledges that Student has selected the organization at which the service-learning will be performed and has fully investigated the organization. The Student acknowledges that the Center's organizational lists at [www.usd.edu/volunteer](http://www.usd.edu/volunteer) are maintained solely as a service to the members of the University community. The University and the Center make no representations or recommendations regarding the agencies and organizations listed and the University assumes no liability or responsibility for personal or property injuries resulting to the Student or for damages caused by the Student, due to the Student's participation in the activities of these organizations and agencies. The Student acknowledges he or she is solely responsible for any medical costs the Student may incur as a result of participation in the off-campus event.

The Student acknowledges he or she will be driving the Student's own vehicle or otherwise will not be utilizing University vehicle transportation and will not hold the University responsible for any claims related to this use of a non-University owned vehicle.  
 \_\_\_\_\_ (Student's initials if applicable)

The invalidity of any part or parts of this Acceptance, Release and Waiver does not affect the validity of the remainder of it. MOREOVER, THE PROVISIONS OF THIS AGREEMENT MAY NOT BE AMENDED OR DELETED ORALLY AND THE PARTICIPANT MAY NOT RELY ON ANY ORAL REPRESENTATIONS CONTRARY, OR IN ADDITION, TO THESE EXPRESS TERMS.

By signing this Release Agreement, I agree **I have read this document, fully understand its contents, and agree to its terms and conditions.**

Student Name \_\_\_\_\_  
 (please print)

Student Address \_\_\_\_\_  
 \_\_\_\_\_

Telephone Number \_\_\_\_\_

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Legal Guardian \_\_\_\_\_ Date: \_\_\_\_\_  
 (if student is under age 18)

### **EMERGENCY MEDICAL INFORMATION**

Health Insurance Company: \_\_\_\_\_ Policy Number: \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_ Relationship to you: \_\_\_\_\_

Phone number(s): \_\_\_\_\_

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## Appendix H

### Service-learning Contract Agreement

Thank you for serving as a service-learning placement sit for \_\_\_\_\_ (student name) who is a member of the \_\_\_\_\_ (course name) at the University of South Dakota.

The Community Agency or Organization and its designated supervisor understand and agree that they are:

- to orient the student to the overall operation of the agency and its role in addressing social issues and needs;
- to designate a qualified person to supervise the student's time, activities, and evaluation;
- to introduce the student to appropriate staff and orient him/her to his/her tasks and roles;

The student's tasks and roles are to include:

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- to provide adequate initial direction to the student so that he or she feels comfortable with the assignment and can proceed with appropriate independence;
- to contact the course instructor should a problem arise with the student's volunteer performance;
- to assist the course instructor in assessing student service-learning performance by completing an evaluation form supplied by the instructor;

\_\_\_\_\_  
**Agency or Organization  
 Representative's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Service-Learner Signature**

\_\_\_\_\_  
**Date**

## Appendix I



The University of South Dakota.

**IDEA PROGRAM**

**Center for Academic Engagement**

103 Old Main

action@usd.edu

(605) 677-6338

www.usd.edu/idea & www.usd.edu/engage

## Action Component Reflection Ideas for Faculty

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The IdEA Program requires students have directed reflection on their Action component. The Center for Academic Engagement library has several resources to find an appropriate reflection component, but the following are a list of just a few suggestions.

“Reflection is the process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is the process of looking back on the implications of actions taken—good and bad—determining what has been gained, lost, or achieved, and connecting these conclusions to future actions and larger societal concerns. Reflection is an essential process for transforming experiences.”

--Colorado State Service-Learning Faculty Manual 22

### 1. Journals

- Have students email an entire journal, or only self-selected parts, to encourage freedom of writing without knowing everything will be read by the faculty member
- Types of journals: ([Introduction to Service-learning Toolkit](#) 115)
  - **Key Phrase Journal:** Students are asked to integrate an identified list of terms and key phrases into their journal entries as they describe and discuss their Action component. Students may be asked to underline/highlight the key phrase to identify their use.
  - **Double-entry Journal:** On one journal page, students describe their Action experiences, personal thoughts, and reactions. On another page, they discuss how the first set of entries relates to key concepts, class material and readings.
  - **Critical Incident Journal:** Students focus on a specific event that occurred during their Action. Students are then asked to respond to prompts designed to explore their own thoughts, reactions, future actions, and information from the course that is relevant to their Action. For example:
    - Describe an event or situation that created a dilemma for you because you did not know how to act or what to say. Why was it such a confusing event? How did you, or others around the event, feel about it? What did you do, or what was the first thing you considered doing? List three actions that you might have taken, and evaluate each one. How does the course material relate to this issue, help you analyze the choices, and suggest a course of action that might be advisable?
  - **Three Part Journal:** Students respond to three separate issues in each of their journal entries: (a) describe what happened in the Action experience, including what you accomplished, some of the events that puzzled or confused you, interactions you had, decisions you made, and plans you developed; (b) analyze how the course or theme content relates to the Action component, including key concepts that can be used to understand events and guide future behavior; (c) apply the course or theme materials to you and your personal life, including your goals, values, attitudes, beliefs, and philosophy.

2. Video, PowerPoint, or multimedia presentations

3. Papers

4. Blogs or chat groups

5. Accumulating class project and presenting them to agency where students did their Action component.

6. Directed readings and written responses to them

7. Projects created for an agency (training manual, database, brochure, survey study, etc. )
8. Electronic portfolios that preserve Action activities through a combination of media and reflective pieces
9. Case study/history/ethnography
10. Examples of reflective questions:
  - What have you been doing? Who have you been serving?
  - So what have you been learning? Why is your Action related work needed?
  - What should others do about this issue? What are you going to do about it?
  - Can you talk more about that? Why do you think that happens?
  - What evidence do you have about that? What does this remind you of?
  - Do you see a connection between this and \_\_\_\_\_?
  - How else could you approach that? What do you want to happen? How might you do that?
  - Did you meet your learning objectives? How?
  - Did you have opportunities to engage in meaningful work?
  - Were there close connections between your academic coursework and your service work?
  - How did your service experience impact your understanding of what affects societal problems?
  - How did your service experience impact your understanding of those who are different from yourself?
  - How did your academic learning contribute to the service you were able to provide?
  - How well did your coursework prepare you to be able to address socially important problems?
  - What have you learned from your service experience about yourself? Give an example.
  - What have you learned from your service experience about your connectedness to others, and how has this changed? Give an example.
  - How has your service experience affected your learning about social issues? Give an example.
  - As a result of your service experience, how would you change the way you worked with a community in which you worked or served?
  - Comment on how adequately you were supported during the service experience. What was helpful? How could you have been better supported?
  - What did you do? How did you become involved? Who did you serve?
  - With whom did you work if you did not do so individually?
  - What were your first impressions?
  - What expectations did you have about your experiences that were met or unmet? What happened that you did not expect?
  - Have your experiences changed your perspective on a topic?
  - What things stand out most in your mind from the experience?
  - Describe, while honoring confidentiality, a person you met on the project. What were they like? What did you learn from them?
  - What skills did you use?
  - What connection did your Action component have with your course?
  - How have you benefited overall?
  - What two words exemplify your Action experience?
  - What other and additional approaches might be used to address the issue?
  - What should others do about this issue? Do you plan to continue your involvement?

**Sources:** California State University Monterey Bay (<http://service.csumb.edu/site/Documents/service/SLI0506.pdf>)  
 Colorado State University ([http://tilt.colostate.edu/guides/tilt\\_servicelearning/index.cfm](http://tilt.colostate.edu/guides/tilt_servicelearning/index.cfm))

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## Appendix J

Date  
Name, Position  
Organization Name  
Address

Dear Mr/Ms. xxxxxxxx,

The (Name of IDEA class) is now at the half way point in the semester. \_\_\_\_\_ (student name) has been working with you as a service-learner.

As a way to document the student's activity and their commitment to your organization and its requirements, we ask that you complete and return this brief evaluation form for our files, as soon as possible, in the enclosed self-addressed, stamped envelope. Your input and observations of their progress is important to us.

We are excited about the in-depth discussions that are taking place as our students dialogue about their learning, the collaboration they enjoy with the community and their excitement as they discover this new way of learning.

Your support and encouragement of their efforts are truly appreciated. Thank you for your response to this request.

Sincerely,

Your Name, Title

### **The Student...**

seems dedicated to this project	Y	N	Unsure
regularly shares and discusses their plans	Y	N	Seldom
seems committed to community collaboration	Y	N	Unsure
has my continuing support	Y	N	Contingent (please explain below)

### **The Community...**

seems open and eager to work with our program	Y	N	Unsure
is excited about ....	Y	N	Unsure

Other comments: \_\_\_\_\_

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## Appendix K



## Service-Learning Community Partner Evaluation

### Center for Academic Engagement

### The University of South Dakota

Thank you for providing service-learning experiences for USD students. Please take a moment to evaluate the overall experience you have had with the student(s). This will help us shape a more efficient program and provide more prepared volunteers. Thank you. **All questions are voluntary and your responses will be kept confidential.**

Agency/Organization Name \_\_\_\_\_  
 Name of Person Completing this Evaluation \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 E-mail \_\_\_\_\_ Phone \_\_\_\_\_  
 How many USD students have volunteered in your organization in the past year? \_\_\_\_\_

1. **Effectiveness of Service-Learning Students at your organization.** Please rate the student(s) performance in the following areas (if you have had more than one student volunteer, provide an average rating):

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. The student(s) appeared to understand your agency's purpose.	[]	[]	[]	[]	[]
b. The student(s) demonstrated regular attendance and punctuality.	[]	[]	[]	[]	[]
c. The student(s) provided quality work for your organization.	[]	[]	[]	[]	[]
d. The student(s) respected your organization's policies, including confidentiality and acting in a manner appropriate to your clientele.	[]	[]	[]	[]	[]
e. The student(s) displayed enthusiasm for the work done.	[]	[]	[]	[]	[]
f. The student(s) made you aware of his or her learning goals for their community activity.	[]	[]	[]	[]	[]

g. How may we address any "disagree" or "strongly disagree" responses? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. **Student Contribution.** How did the students contribute to your organization? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. **Student Tasks.** Please indicate which of the following tasks USD student(s) engaged in (check all that apply):

a. Office support (organized files, provided computer support, etc.)	<input type="radio"/>
b. Direct client support (met with clients, mentored clients, ate with clients, etc.)	<input type="radio"/>
c. Organizational outreach/promotion (designed brochures, event planning)	<input type="radio"/>
d. Volunteer support (recruited, trained, managed )	<input type="radio"/>
e. Resource Support (raised funds, drafted proposals)	<input type="radio"/>
f. Other (Please list)_____	<input type="radio"/>

4. **Organizational effects.** How did students contribute to your organization's effectiveness?

a. Improved organizational infrastructure (general office work, file maintenance, database creation),	<input type="radio"/>
b. Maintenance or improvement in <u>quality</u> of services offered	<input type="radio"/>
c. Increase the <u>quantity</u> of services offered (more often, more programs)	<input type="radio"/>
d. Maintenance or increase in number of clients served	<input type="radio"/>
e. Improve community awareness of organization and its activities	<input type="radio"/>
f. Creation of new networks or connections with other organizations or groups	<input type="radio"/>
g. Maintenance or increase in volunteer resources	<input type="radio"/>
h. Maintenance or increased leverage of financial resources	<input type="radio"/>
i. Creation of new insights about the organization and its operation	<input type="radio"/>
j. Other (Please list)_____	<input type="radio"/>

5. **What other University support would be helpful?**

a. Organize weekend service events with your organization	<input type="radio"/>
b. Provide assessment tools to help you evaluate the effectiveness of service-learning students	<input type="radio"/>
c. What other support from the CAE would assist your organization? _____	<input type="radio"/>

6. **Organizational support.** Please check those statements which describe your organization's experience with the USD student(s) (Check all that apply):

a. My organization provided clear training, supervision, and feedback to the student.	<input type="radio"/>
b. My organization provided the student(s) information about the organization's history & mission.	<input type="radio"/>
c. The service the student(s) provided outweighed the amount of time required to train & supervise the students.	<input type="radio"/>

Please return to (personalize here).

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**Appendix L**

*Student delivers this form to the placement site supervisor then returns completed original to their faculty/instructor. The student is responsible for making and distributing copies to their site supervisor and for her/his own records.*

**STUDENT PERFORMANCE EVALUATION BY SITE SUPERVISOR**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Site Name: \_\_\_\_\_ Student's Supervisor: \_\_\_\_\_  
 Evaluation Period: \_\_\_\_\_ Approximate # of Hours Worked: \_\_\_\_\_  
 Course Name: \_\_\_\_\_ Instructor Name: \_\_\_\_\_

A. Please rate the Service Learner's performance in the following areas: (1-Unsatisfactory, 3- Satisfactory, 5 Excellent):

- 1. Fulfillment of Learning Agreement Goals & Objectives.....1 2 3 4 5
- 2. Sensitivity toward people with whom s/he worked..... 1 2 3 4 5
- 3. Responsibility for regular attendance and punctuality..... 1 2 3 4 5
- 4. Quality of performance of service activities..... 1 2 3 4 5
- 5. Commitment to completing tasks?..... 1 2 3 4 5
- 6. Adaptability to changes (i.e. scheduling, agency needs, etc.)..... 1 2 3 4 5
- 7. Respect for confidentiality..... 1 2 3 4 5
- 8. Awareness of agency mission & role in the community..... 1 2 3 4 5
- 9. Enthusiasm for service activities.....1 2 3 4 5
- 10. Benefit of service provided to agency..... 1 2 3 4 5

B. Please explain any less than satisfactory ratings (i.e. rating of 1 or 2).

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

C. Please comment on the student's greatest strengths and any areas for improvement that may assist the course instructor in evaluating the student's ability to enter, participate in and exit your community agency responsibly and sensitively. Also, is there anything this Service Learner did that was particularly creative or noteworthy? Feel free to continue comments on the other side of this form.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please complete and return this evaluation to the student so he/she can deliver it to their Instructor. This evaluation will be considered in assessing the student's performance in his/her service-learning course. If you have any questions, contact (insert faculty contact information here). Thank you!

\_\_\_\_\_  
 Signature of Student Supervisor      Date

\_\_\_\_\_  
 Signature of Student Service Learner      Date

## Appendix M

### SUPERVISOR'S RATING OF CONTRIBUTION TO THE COMMUNITY SERVED

Student's Name: \_\_\_\_\_

Name of the Agency/Service Site: \_\_\_\_\_

Name of the Practicum Supervisor  
(And email/ phone): \_\_\_\_\_

Please answer the following regarding your student's service work this semester.

- I am satisfied with the student's contribution.

strongly disagree    1       2       3       4       5       strongly agree

- He/ she was effective in helping solve problems (achieve goals) in our organization or community.

strongly disagree    1       2       3       4       5       strongly agree

- He/ she established meaningful relationships with those in the organization or community.

strongly disagree    1       2       3       4       5       strongly agree

Please make recommendations for improving the student's service-learning experience in your organization or community.

Would you be interested in hosting a student service-learner again in the future? Explain.

How many hours has this student served with your organization? \_\_\_\_\_

Recommended Grade: \_\_\_\_\_ out of \_\_\_\_\_ possible points [Based on the quality and quantity of the student's contribution to the organization or community]

Signature of the Agency Supervisor: \_\_\_\_\_

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## Appendix O

<h2 style="margin: 0;">Student Action Component Survey</h2>
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Thank you for taking the time to complete this survey. The information you provide will be used in the future service-learning and civic engagement opportunities for students at The U.

Course, topic & semester: \_\_\_\_\_

Organization(s)/event with whom you partnered: \_\_\_\_\_

Faculty member: \_\_\_\_\_

Explanation of what you did for your Action component: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please indicate your level of agreement with each statement:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. As a result of my participation, I learned more about the topic of the course.	[]	[]	[]	[]	[]
b. This activity helped me connect with other USD students, staff and/or faculty.	[]	[]	[]	[]	[]
c. I learned something that changed the way I understood a concept or perspective.	[]	[]	[]	[]	[]
d. After this program, I feel more confident being involved in another University or community activity.	[]	[]	[]	[]	[]
e. I feel that the work I did benefited the community and organization.	[]	[]	[]	[]	[]
f. I enjoyed interaction with the community members.	[]	[]	[]	[]	[]
g. I would recommend this site for other students' service work.	[]	[]	[]	[]	[]
h. I plan to continue service with this organization or another one with similar goals.	[]	[]	[]	[]	[]
i. I understand how the Action component connected to the coursework.	[]	[]	[]	[]	[]

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## Appendix P

### Service-Learning Articles and Resources

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Bates, T. (1995). *Technology: Open learning and distance education*. New York: Routledge.

Bennett, G. & Green, F.P. (2001). *Promoting service-learning via online instruction*. *College Student Journal*, 35;4:491(7).  
Service-learning and online instruction are both important and much debated topics in higher education.

Many professors and colleges are attempting to use service-learning and online instruction as effective learning tools for their student clientele. Both topics are being written about extensively in professional journals, as educators grapple to implement these two effective means of learning into class content. The purpose of this manuscript is to discuss service-learning and online instruction in a symbiotic educational relationship. The authors discuss the efficacy and benefits of service-learning and online instruction, and suggest ways to incorporate these techniques into the classroom. A case example is presented to illustrate the application of these two techniques as they are combined to produce an effective online course that provides students with a hands-on learning experience.

Brotherton, B. (2002). Connecting the classroom and the community. *Black Issues in Higher Education*, 19(5), 20-24.

Caffarella, E., et al. (1992). *An analysis of the cost effectiveness of various electronic alternatives for delivering distance education compared to the travel costs for live instruction*. Greeley, Colorado: University of Northern Colorado, Western Institution for Higher Learning. (ERIC Document Reproduction Service No. ED 380 127).

Canada, M. (2001). The internet and service-learning. *New Directions for Higher Education*, 114, 45-50.

Carter, A. (2001). Interactive distance education: Implications for the adult learner. *International Journal of Instructional Media*, 28 (3), 249-261.

Christensen, E. et al. (2001). Receptivity to distance learning: The effect of technology, reputation, constraints, and learning preferences. *Journal of Research on Computing in Education*, 33 (3), 263-276.

Clark, T. (1993). Attitudes of higher education faculty toward distance education: A national survey. *The American Journal of Distance Education*, 7, 19-33.

Cone, R. (2003) Service-learning and civic education: Challenging assumptions. *peerReview*.

Cyrs, TE (1997). *Teaching and learning at a distance: What it takes to effectively design, deliver and evaluate*. San Francisco, CA: Jossey-Bass.

Teaching and learning at a distance is an area of education that is growing rapidly alongside the technology that makes it possible. But success in this area requires more than advanced technology; it requires skillful instructors, well-designed courses, and students ready to learn from the format. This issue of *New Directions for Teaching and Learning* provides insights from experienced practitioners into what is needed to make teaching and learning at a distance successful for everyone involved. This is the 71st issue of the quarterly journal *New Directions for Teaching and Learning*. For more information on the series, please see the Journals and Periodicals section.

Dervarics, C. (2001). Support builds for distance learning. *Community College Week*, 14 (1), 3-5.

Ferguson, L., & Wijekumar, K. (2000). Effective design and use of web-based distance learning environments. *Professional Safety*, 45 (12), 28-33.

Foss, G. F., Bonaiuto, M. M., Johnson, Z. S., & Moreland, D. M. (2003). Using Polvika's model to create a service-learning partnership. *Journal of School Health*, 73, pages

France, K. (2004). Problem-based service-learning: Rewards and Challenges with undergraduates. *To Improve the Academy: Resources for Professor, Instructional and Organizational Development*, 22

Guevara, J. A. & Ylvisaker, R. (2003). Home and host models of collaboration for service Learning : Grand Valley State University programs in El Salvador and South Africa. *Models of international collaboration in social work education*, p. 81-90

Harner, M., et al. (2000). Measuring the effect of distance education on the learning experience: Teaching accounting via Pictoretel. *International Journal of Instructional Media*, 27 (1), 37-50.

Harwood, A. M. and Chang, J. (1999). *Inquiry-Based Service-learning and the Internet*. *Social Studies and the Young Learner*, 12 (1), 15-18.

This article discusses how technology-enhanced service-learning can help teachers address national standards. A three-step process is described (preparing students for service-learning, reflecting on the experience and taking action through communication) to strengthen service-learning. The internet is suggested for enhancing environmental community projects. A list of web sites supporting service-learning and environmental projects is provided.

Holmberg, B. (1989). The concept, basic character, and development potentials of distance education. *Distance Education*, 10 (1), 127-135.

Imel, S. (1998). *Myths and realities of distance learning*. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education. Ohio State University. (Eric Document Reproduction Service No. ED 414 446).

Inman, E., & Kerwin, M. (1999). Instructor and student attitudes toward distance learning. *Community College Journal of Research & Practice*, 23 (6), 581-592.

Jacoby, B. (1996). Chapter two: Principles of good practice in service-learning. *Service-Learning in Higher Education*, 26-37.

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The Technology Source (Web Journal) <http://technologysource.org/>

The purpose of *The Technology Source* (ISSN 1532-0030), a peer-reviewed bimonthly periodical published by the Michigan Virtual University, is to provide thoughtful, illuminating articles that will assist educators as they face the challenge of integrating information technology tools into teaching and into managing educational organizations. Want to participate? Use the discussion option available in each article to respond to that article, or send your comments and suggestions about the publication to Editor-in-Chief.

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