

CBR: Central Features

1. Collaborative enterprise between UNIVERSITY & Community
2. Seeks to democratize knowledge by:
 - a) Validating multiple sources of knowledge
 - b) Promoting use of multiple methods of discovery
 - c) Promotes social Action

Special Approaches TO SERVICE LEARNING



serve
learn
excel

Service learning is a teaching and learning strategy that integrates community service with academic instruction and structured reflection in such a way that students gain further understanding of course content, meet genuine community needs, develop career-related skills, and become responsible citizens.

Three Special Approaches

- COMMUNITY-BASED RESEARCH
- PROBLEM-BASED SERVICE LEARNING
- SERVICE-LEARNING INTERNSHIP

COMMUNITY-BASED RESEARCH

WHAT IS IT?

Community-based research (CBR) is an approach to service learning whereby students and faculty collaborate with community partners on research projects that address community-identified needs and promote positive social change. Research questions emerge from the needs of communities. CBR aims not merely to generate knowledge but also to ensure that knowledge contributes to making a concrete and constructive difference in a community. CBR emphasizes the use of multiple methods of discovery and the dissemination of the knowledge produced.

WHAT ARE THE BENEFITS?

For Students:

- Development of research skills
- Increased disciplinary knowledge
- Improved skills for active citizenship
- Opportunity for collaborative work with faculty and community partners

For Faculty:

- Innovative teaching and learning method
- Opportunity for students to learn research skills hands-on
- Avenue for research and publication
- Collaboration with students and community partners to help improve local communities

For Community Partners:

- Enhanced research and problem-solving capacity through collaboration with faculty and students
- Research-based knowledge about program effectiveness
- Improved capacity to advance the community agency's mission
- Improved systems and processes to address community issues





PROBLEM-BASED SERVICE LEARNING

WHAT IS IT?

Problem-based service learning (PBSL) is a form of service learning requiring students to engage in seeking solutions to real, community-based problems. Students, usually working in teams, relate to the community like consultants working for a client. They work with community members to understand a particular social problem or need. This service-learning approach calls for students to have some knowledge that they can draw upon to formulate and propose authentic, viable solutions to community problems. Such knowledge is gained through research.

WHAT ARE THE BENEFITS?

For Students:

- Active, engaged learning through hands-on, real-life experiences
- Improved critical-thinking, problem-solving, and communication skills
- Heightened awareness of community needs
- Collaboration with faculty and community partners
- Enhanced résumé

For Faculty:

- Improved teaching outcomes through student engagement
- Heightened awareness of community needs
- Reciprocal relationships with students and community partners
- Support for research and publication

For Community Partners:

- Enhanced research and problem-solving capacity through collaboration with faculty and students
- Research-based knowledge about program effectiveness
- Improved capacity to advance the community agency's mission
- Improved systems and processes to address community issues

SERVICE-LEARNING INTERNSHIP

A service-learning internship is a special approach to service learning adopted by higher education institutions. It combines service learning with a traditional internship program in order to produce the best outcomes of both forms of experiential education.

A service-learning internship is a semester-long, supervised, career-related work experience characterized by elements of service learning – notably a civic dimension, reciprocity, and reflection.

A *civic dimension* is the element of the experience that is focused on the knowledge (e.g., social change model of leadership), skills (e.g., advocacy), and values (e.g., ethic of care) that students need in order to play their roles as active citizens in a participatory democracy.

Reciprocity is the notion that the community (or community agency) and the student benefit equally, or at least mutually, from the experience. Reciprocity also indicates that everyone involved in service learning, including student peers and community partners, functions as both a teacher and a learner.

Reflection should occur regularly and may be done individually with the faculty member/facilitator or as a small-group exercise.

Students, faculty, and community partners involved in service-learning internships will derive benefits similar to some of those listed under community-based research and problem-based service learning.



SERVICE-LEARNING OUTCOMES

INTELLECTUAL GROWTH: Students employ critical-thinking skills to address social issues in the community; use complex information from a variety of sources, including personal experience and observation, to form an opinion or make a decision; and apply previously understood information and concepts to a new situation or setting

EFFECTIVE COMMUNICATION: Students write and speak coherently and effectively; listen effectively and be able to engage in controversy with civility; make presentations or give performances; and be able to influence others through writing, speaking, or artistic expression

CAREER EXPLORATION: Students articulate career choices based on an assessment of interests, values, skills, and abilities; document knowledge, skills, and accomplishments resulting from community-based learning; and articulate the characteristics of a preferred work environment

COLLABORATION: Students work cooperatively and seek the involvement of others; elicit feedback from others; contribute to the achievement of group goals

SOCIAL AND CIVIC RESPONSIBILITY: Students demonstrate civic engagement in campus, local, national, and global communities; understand, abide by, and participate in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; appropriately challenge unfair, unjust, or uncivil behavior in the community

APPRECIATION OF DIVERSITY: Students seek involvement with people different from themselves; articulate the advantages and challenges of a diverse society; challenge appropriately the abusive use of stereotypes by others; develop an informed perspective on issues of diversity and democracy; reflect on issues of power and privilege

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Center for Service Learning

To discuss opportunities for community-based research, problem-based service learning, or service-learning internships, contact:

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