

Descriptions, Expected Learning Outcomes, and Rubrics for Service Learning Courses

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Practices currently qualifying for designation as 4+ credit, integrative courses are: Service Learning; Education Away; Research & Creative Inquiry, Interdisciplinary Team-Taught courses, and courses with Instruction in a Foreign Language. Each of these practices is associated with specific ELOs that relate to the pedagogical practice rather than the content.

Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials. Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

This packet provides key resources to support the development of Service Learning courses. The resources cited were integral to the development of the Expected Learning Outcomes (ELOs) associated with Service Learning courses and to the development Service Learning Inventory. The ELOs relate to pedagogy rather than content, being applicable to the content of any of the Theme courses. A sample rubric for evaluating these ELOs is also provided. These are intended to support course development. Note that an assessment plan is not required at the time of course submission—the ELOs and rubric are intended to stimulate course design, in alignment with backwards-design principles.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Service Learning (after Hahn, et al.)

As a dimension of university-community engagement, service learning can be defined as a “course or competency-based, credit-bearing educational experience in which students:

1. Participate in mutually identified service activities that benefit the community, and
2. Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.” (Bingle and Clayton, 2012, adapted from Bringle and Hatcher, 1995)

Key References and Resources

Bringle, R. G., & Clayton, P. H. (2012). Civic education through service learning: What, how, and why?

In *Higher Education and Civic Engagement* (pp. 101-124). Palgrave Macmillan, New York.

Hahn, T.W., Hatcher, J.A., Price, M.F., Studer, M.L. (2016). IUPUI Taxonomy for Service Learning Courses.

Retrieved from: <https://rise.iupui.edu/resources/course-development/taxonomies>

“Eight Key Elements of High Impact Practices” Source: Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). From: <https://www.radford.edu/content/high-impact/home/faculty-resources.html>

SERVICE-LEARNING ELOs AND OBJECTIVES (Template)

Goals	Expected Learning Outcomes	Service-Learning Specific Objectives
<p>GOAL 1: Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations.</p>	<p>Successful students will...</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>1.1.a Critical thinking: Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.</p> <p>1.1.b Analysis: Interpret and evaluate information from multiple sources, including their community engagement experiences, to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.</p> <p>1.1.c Critical thinking & analysis: Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.</p>
	<p>1.2 Engage in an advanced, in depth, scholarly exploration of the topic or idea of the theme.</p>	<p>1.2.a Scholarly engagement: Articulate a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.</p>
<p>GOAL 2: Successful students will integrate approaches to the theme by making connections across disciplines or between outof-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to Service Learning activity.</p> <p>2.1.b Multiple perspectives: Evaluates and applies diverse perspectives to complex subjects from multiple cultural lens.</p>
	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>2.2.a Self-awareness: Thoroughly evaluate the impacts of the Service Learning experience on themselves, the organization, and also analyze/describe the long term impact of the work on the community.</p> <p>2.2.b Empathy: Interpret and explain Service Learning from the perspectives of own and the community and connect with its members in non-judgmental and authentic way.</p>

STUDENT ASSESSMENT RUBRIC FOR SERVICE-LEARNING

	Benchmark (1)	Milestone (2)	Milestone (3)	Capstone (4)
<p>ELO 1.1 Successful students are able to engage in critical and logical thinking about the topic or idea of the theme by...</p> <p>a) articulating topics or ideas</p>	<p>Issue/problem to be considered critically is stated without clarification or description.</p>	<p>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</p>	<p>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</p>	<p>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</p>
<p>b) selecting and using information to investigate a point of view or conclusion</p>	<p>Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts and professionals are taken as fact, without question.</p>	<p>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts and professionals are taken as mostly fact, with little questioning.</p>	<p>Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts and professionals are subject to questioning.</p>	<p>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts and professionals are questioned thoroughly.</p>
<p>c) acknowledge influence of context and assumptions</p>	<p>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).</p> <p>Begins to identify some contexts when presenting a position.</p>	<p>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</p>	<p>Identifies own and others' assumptions and several relevant contexts when presenting a position.</p>	<p>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</p>
<p>ELO 1.2 Successful students are able to demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.</p>	<p>Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working.</p>	<p>Identifies the issues, resources, assets, and cultures of the community in which they are working.</p>	<p>Identifies and clearly understands the issues, assets, resources, and cultures of the community in which they are working.</p>	<p>Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.</p>

<p>ELO 2.1 Students make connections between concepts and skills learned in an academic setting and communitybased work.</p>	<p>Student expresses a limited, unclear connection of course content to the ServiceLearning activity.</p>	<p>Begins to connect knowledge (facts, theories, etc.) from course content to the ServiceLearning activity.</p>	<p>Connects and analyzes knowledge (facts, theories, etc.) from course content to the Service-Learning activity.</p>	<p>Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to the Service-Learning activity.</p>
<p>ELO 2.2 Students evaluate the impacts of the service-learning activity.</p>	<p>Student minimally evaluates the impacts of the Service-Learning experience.</p>	<p>Student evaluates the impacts of the Service-Learning experience on themselves.</p>	<p>Student evaluates the impacts of the Service-Learning experience on themselves and the contributions that they made to the goals and aims of the organization.</p>	<p>Student thoroughly evaluates the impacts of the Service-Learning experience on themselves, the organization, and also considers the long-term impact of the work on the community.</p>

