Assessing Learning in Community Service Learning: A Social Approach

Cooks, Leda; Scharrer, Erica

Skip other details (including permanent urls, DOI, citation information)

Volume 13, Issue 1, Fall 2006 MJCSL

Good overview of literature

Collaborative Faculty Assessment of Service-Learning Student Work to Improve Student and Faculty Learning and Course Design

Shapiro, Daniel F.

Skip other details (including permanent urls, DOI, citation information)

Volume 19, Issue 1, Fall 2012 MJCSL

Good bibliography


Abstract:

Applied learning pedagogies—including service-learning, internships/practica, study abroad, and undergraduate research—have in common both the potential for significant student learning and the challenges of facilitating and assessing that learning, often in non-traditional ways that involve experiential strategies outside the classroom as well as individualized outcomes. Critical reflection
oriented toward well-articulated learning outcomes is key to generating, deepening, and documenting student learning in applied learning. This article will consider the meaning of critical reflection and principles of good practice for designing it effectively and will present a research-grounded, flexible model for integrating critical reflection and assessment.

**Bringing an Ethnographic Sensibility to Service-Learning Assessment**

Polin, Deborah Keisch; Keene, Aruthur S.

*Skip other details (including permanent urls, DOI, citation information)*

Volume 16, Issue 2, Spring 2010 MJCSL

Might not help us as much, depending on whether we include personal stories as part of assessment.

Using **ePortfolios** to Assess Program Goals, Integrative Learning, and Civic Engagement: A Case Example.
Richards-Schuster, Katie
Ruffolo, Mary C.
Nicoll, Kerri Leyda
Distelrath, Catherine
Galura, Joseph A.


2014
RESUMES (Employment)
SERVICE learning
COMMUNITY involvement
SOCIAL justice -- Study & teaching
JOB applications

Providing opportunities to foster students’ civic engagement during their undergraduate education is a goal of many universities. There are a variety of ways in which students participate in community service and in community change efforts and social change initiatives; capturing how students integrate these experiences into their broader learning goals can help both students and educators to understand better the impact of civic engagement programs on educational outcomes. ePortfolios are one method being used to assess this type of integrative learning and the transformative civic engagement
experiences involved. Using a case example of an interdisciplinary undergraduate minor focused on community action and social change, this paper draws on an analysis of 51 ePortfolios completed by students in the capstone class for an Interdisciplinary Community Action and Social Change Minor to demonstrate how ePortfolios can be used to assess individual student outcomes related to civic engagement, as well as to provide input about program impact. [ABSTRACT FROM AUTHOR]

Assessing the Student, Faculty, and Community Partner in Academic Service-Learning: A Categorization of Surveys Posted Online at Campus Compact Member Institutions.

Waters, Susan
Anderson-Lain, Karen
Journal of Higher Education Outreach & Engagement; 2014, Vol. 18 Issue 1, p89-122, 34p
2014
COLLEGE students
SERVICE learning
COLLEGE campuses
POLITICS & students
EDUCATIONAL surveys
CIVICS -- Study & teaching

Community Partners' Assessment of Service Learning in an Interpersonal and Small Group Communication Course.

Steimel, Sarah J
Article
*INTERPERSONAL communication
*GROUP work in education
*INTERVIEWING
*FEEDBACK (Psychology)
SERVICE learning
STUDENT assignments
EDUCATIONAL planning
This assessment explored community partners' perceptions of service learning in a required communication course. Semi-structured interviews revealed that community partners believed that students were providing needed and valuable service, students were learning about the community, and students were learning through their application of course skills in an applied context. However, community partners also felt that students were unaware of or did not care what they should be learning, that faculty contact was rare or nonexistent, and that community feedback opportunities were rare and
undervalued by faculty. Results suggest specific improvements necessary in service learning assignment design. [ABSTRACT FROM AUTHOR]