



LEARN AND SERVE
COLORADO
@ DEPARTMENT OF
EDUCATION

**SPECIAL POINTS
OF INTEREST:**

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Learn and Serve Colorado

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Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

From planning to evaluation, service and learning experiences should be of sufficient intensity and duration for all project phases to fully occur. Service-learning has the greatest impact when it is integrated into the fabric of instruction and learning, and that means service-learning requires some time and attention to plan and implement activities.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

Service learning has to take place over weeks or months for many reasons. First, if students do not participate in all phases, they do not get as much out of the experience.

Investigation, for example, helps students understand the complexity of the need, define the baseline (critical for measuring impact and efficacy later), and identify some ways to address the issue.

Planning and preparation help youth see the benefit of teaming and of some strategies and tactics over others, and the need for interdependence to reach goals.

Action is the essence of service; it engages the heart, especially when it involves direct contact with those being served. Students immediately experience the consequences of their efforts and typically begin to link the academic side of the learning with the real world.

Reflection is the adult facilitator's tool of choice to help youth process the experience and learning, acquire important skills and knowledge, and deepen their connection to the issue and to other people.

Demonstration and celebration are public events that solidify and extend the learning and allow others to see the impact of the efforts.

To achieve all this—especially to actually meet community needs—takes time.

Shelley H. Billig, "It's Their Serve" ¹¹

The Core Components of Service-Learning

Duration and intensity concerns planning for enough meaningful time to be spent in every stage of the service-learning project.

Investigation and Planning

Because service learning is tightly aligned with the curriculum, one can often begin by identifying an essential question and the core academic skills and knowledge that will be the focus of the project. Then students, community partners and teachers work together to identify a need, issue or project that aligns with the course goals.

At this critical first stage, students draw on previously acquired skills and knowledge and they identify what new information and skills they might need to acquire to complete the project. Through this process the students learn and apply the related subject matter. At this stage, students act as problem-solvers—identifying the underlying problem, conducting research and creating a plan of action.

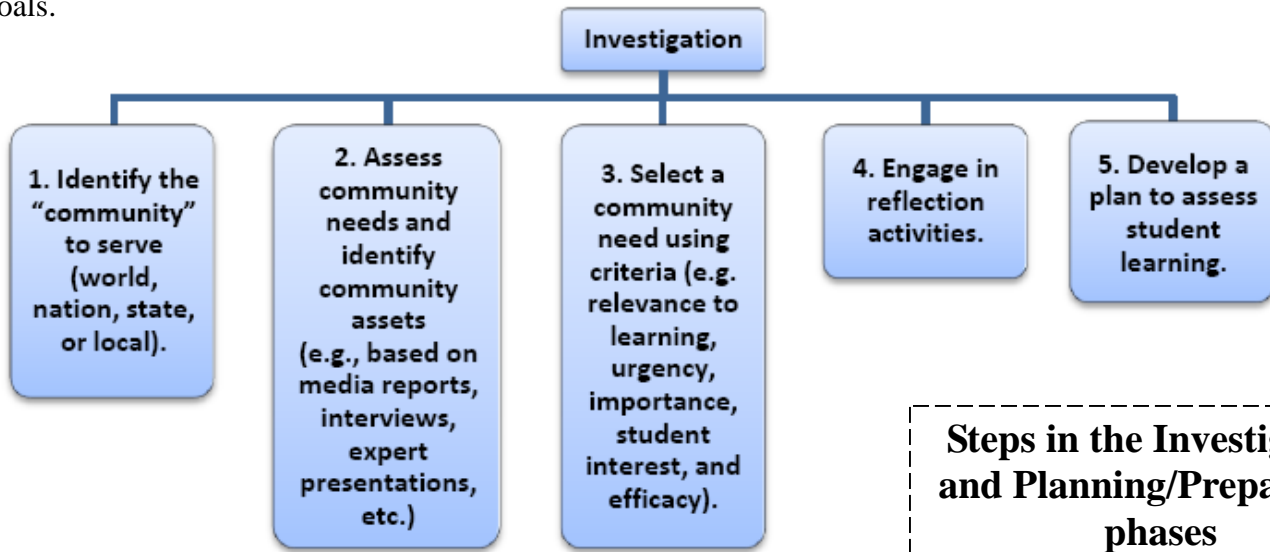
Action

At this stage, students carry out a plan of action within the community and classroom. This action might take the form of

direct service, indirect service, research, or advocacy. It is critical that the action has value, purpose and meaning and offers unique learning experiences. It is here that students apply previously learned and newly acquired academic skills and knowledge. It is also important that the action has real consequences and provides a safe environment for all to learn, to succeed and even to make mistakes.

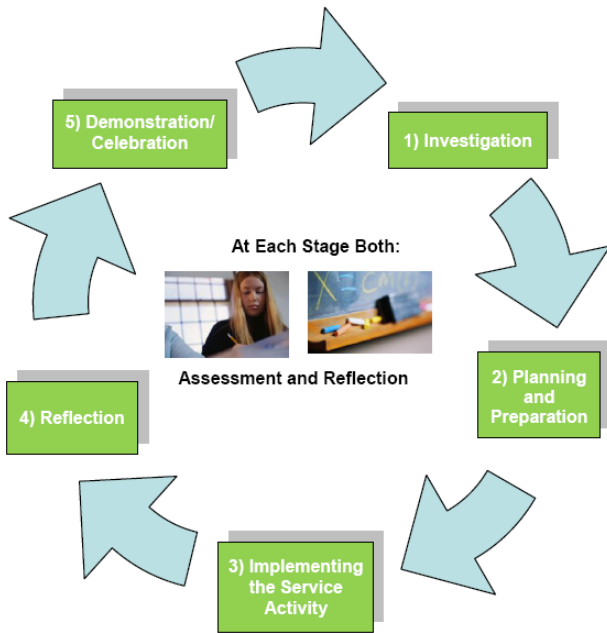
Reflection

Reflection is a critical piece of service learning. It is most effective



Steps in the Investigation and Planning/Preparation phases





tive conducted before, during and after service. Reflection provides ongoing integration of learning and experience with students’ personal growth and awareness of connections to their lives through a variety of strategies. Reflection helps place the experience and the learning in a larger context. It also helps students connect the service experience to the content they are studying.

Demonstration/Celebration

This is an essential part of the service learning experience. This is where students have an opportunity share their work publicly and is a process of demonstration and celebration. At this stage, students document evidence of learning through a variety of strategies that might include exhibitions, portfolios, public presentations, publications, etc. This oftentimes also includes celebration and recognition.

Recognizing student accomplishment in a public way helps students make connections about the work they did and how the community appreciates and benefits from it. It creates tangible

connections between what was learned and the contributions they made to their community. It is also an opportunity for students to publicly acknowledge and thank their community partners.

Please note, that for purposes of showcasing projects implemented by schools in our service learning network, we pulled assessment out of the fourth stage of demonstration and have added it as a fifth stage, described below.

Performance Assessment

Performance assessment connects synergistically with service learning, portfolios and culminating exhibitions of student work. It is a natural partner to service learning because it is complex and multi-dimensional, centers on feedback and is rooted in context. Performance assessment is ongoing - so throughout the project there is a continuous feedback loop that allows for adjustments, skill development and acquiring knowledge and information that will ensure success. Performance assessment works in service of learning and helps teachers, parents, and community partners to better be able to help students succeed in school and beyond.

Teachers have several options for demonstration and celebration events, including

Demonstrating Impact on the Community	Demonstrating Impact on Self	Celebrating Accomplishments
<ul style="list-style-type: none"> Measurement on a neighborhood quality index Poster exhibition Showcase Portfolio fair 	<ul style="list-style-type: none"> Self portraits Autobiographies Story Boards Pre/post measures of knowledge, skills, or behaviors 	<ul style="list-style-type: none"> Recognition at a school-wide ceremony Awards A tour of the service site to observe progress
<ul style="list-style-type: none"> Development of products such as Power Points, oral presentations, websites, videos, booklets, before/after pictures of the community Testimonials by service recipients 	<ul style="list-style-type: none"> Evaluation of student work by experts, community partners, recipients of service, or panels of judges Sharing insights through issues forums 	<ul style="list-style-type: none"> Letters of recognition from community partners, elected officials, etc. Service credits on the students’ transcripts Creation of a fund to support future service around the issue Recognition during a traditional ceremony such as graduation

Support for Duration and Intensity as a Service-Learning Standard

A 1997 study by Eyler and Giles showed that more intense service-learning experiences provided participants with more opportunities to contribute to the community, more varied and challenging tasks, a greater sense of ownership over the project, more opportunities to form collegial relations with professionals, and more opportunities to apply academic content to real world situations.

Each of these factors has been found in the literature to be associated with stronger academic and civic outcomes. Hours alone are not sufficient to determine quality, though, but rather the content of the experience and the teacher facilitation in addition to the hours is important (Blyth, Saito, & Berkas, 1997).

Duration was related to multiple positive outcomes in the National Learn and Serve evaluation (Melchior & Orr, 1995), and Billig, Root, and Jesse (2005) found that duration of at least one semester was significantly related to all civic outcomes and enjoyment of subject matters. Billig and Brodersen (2007) also showed that duration was positively related to students' valuing school, civic engagement, social responsibility, and locus of control. In addition, Scales, Roehlkepartain, Neal, Kielsmeier, & Benson (2006) showed that duration had a positive impact on young people's commitment to learning.

Learn & Serve Calendar

May							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	Reminders: <u>Rubrics and Community Partner Surveys</u> will be distributed this month by Kathy and Karrie at CRS. <u>LASSIE survey</u> is due on June 30th—get started now!
2	3	4	5 Denver Site Visit	6	7		
9	10	11	12	13	14		
16	17	18	19	20	21 FURLOUGH *Office Closed*		
23	24	25	26	27	28		
30	31 HOLIDAY *office closed*						2010

Works Cited:

The Complete Guide to Service Learning, Catherine Berger Kaye (2004) Free Spirit Publishing www.freespirit.com
 RMC Research Corporation. K-12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009. www.servicelearning.org/filemanager/download/K-12_Service-learning_Project_Planning_Toolkit.pdf
 Semester of Service Strategy Guide. <http://www.ysa.org/resources>