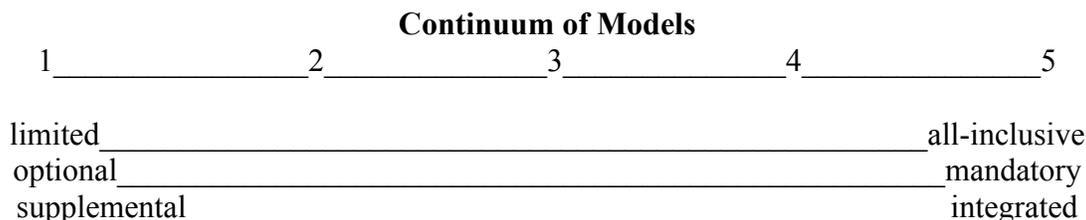


Continuum of 5 Models of Service Learning

Levels of Service Learning in a course:

The five models below provide a frame of reference regarding the degree to which SL is employed in the course. These models are not rigid, and are only a guide for further refinement of each instructor's vision for a course.



Examples of the five models: Let's say that we are teaching a Social Problems course that is studying homelessness as one of 16 topics and themes in the course. Let's assume that one of the learning objectives of the course is "for the students to identify and articulate the complexities of homelessness in the US today."

Model 1: Limited to 1-2 hours per week; completely optional; and supplemental. It is completely optional for students to work at the homeless shelter for 1-2 hours a week. Instead of writing a research paper on homelessness based solely on library research, they can write a more reflective paper on the complexities of homelessness as witnessed at the shelter. Credit is the same, and workload is a bit more in terms of hours per week doing work for the course, and yet the paper would be less time-consuming. Will not share story of work at the shelter with the class.

Model 2: Optional, 2 hours per week, and yet those who do it will **report to the class** and help lead discussion on the topic of homelessness in class.

Model 3: Mandatory, two hours of work per week at the shelter, each student will focus on one aspect of homelessness, **write a paper and do in-class presentation on topic.**

Model 4: Mandatory; capstone project at the end of course to tie together course learning objectives. This course would look like a "traditional" course for most of the term, with a culminating project for the last 2-3 weeks that ask students to take all they have learned and apply it to a real community problem/need. Students might work in teams to produce a report on different facets of homelessness that is then presented (by faculty and/or students) to a community agency.

Model 5: Mandatory; entire course revolves around it; 100% integrated into the learning objectives. In this model, the instructor has organized the **entire course around** the issue of **homelessness**. The issue for the shelter is that they cannot increase their funding without a clear documentation of the needs of the homeless population in the area. The shelter staff does not have the time to do that. Therefore, the class will act as **a team of researchers for the shelter**. They will do a **"needs assessment"** for the town on the homeless population. The instructor will reorganize the course so that she covers the social problems of poverty, crime, substance abuse, family dysfunction, poor schools, and weaknesses in the legal system as viewed through the experiences of the homeless population. The 15 students will be assigned different aspects of the problems of homelessness to study through time in class and working on-site at a shelter. For example, one student will focus on substance abuse and homelessness, another on high-school drop-outs and homelessness, another the job market and homelessness, etc. The **final report** would be edited by the instructor and the staff, and could be the basis of a more **public document**. Classes would be both the traditional ones in the classroom, and classes at the shelter. Issues surrounding confidentiality, and boundary issues would have to be thoroughly fleshed out before the class began.