

SIX MODELS OF SERVICE-LEARNING

Service-Learning can be incorporated into the classroom in a variety of ways; Kim Jensen Bohat, Marquette University, and Suzanne Goodrich, Milwaukee Area Technical College, presented the Six Models of Service-Learning at the Wisconsin Campus Compact Service-Learning Summit, "Transforming Lives," September 13, 2007. They have graciously given permission to share their work.

To insure a quality service-learning experience:

1. Clearly identify the desired outcomes.
2. Partner with a community based organization with a need that directly relates to that outcome.
3. Present students with a project to accomplish or a problem to solve; one that is directly related to the desired learning outcome.
4. Prepare the student for the service-learning experience.
5. Employ ongoing reflection and assessment.

PLACEMENT MODEL

- Students go to an agency or service site multiple times, usually throughout the semester.
- Students tend to have direct contact with clients or issues; students fulfill typical service roles.
- Students journal their experiences along the way.

NWTC Example of Placement Model: Students from our Early Childhood class worked at a facility with teen mothers and their children. The project goal was to help the teen moms improve their parenting skills and to promote healthy child development. The students received hands-on experience working with children and the mothers learned valuable information about raising healthy children.

Potential Pros	Potential Cons
Exposure to social justice issues	Safety and transportation
Fosters personal development	Background checks/age limits
Professional skills	Scheduling challenges
Exposure to vocational roles	Less faculty interaction

PROJECT MODEL

- Students undertake a project on behalf of an agency.
- Sometimes this is a research project.
- This model contains everything that doesn't quite fit into other models.

NWTC Example of Project Model: Students in our Microbiology class engaged in a research project to determine how infectious agents are spread. The students handed out test tubes of simulated infectious agents to party-goers, who exchanged the test tube contents with other people. The test tubes were collected and the spread of the simulated disease was analyzed. Students received hands-on experience conducting research.

Potential Pros	Potential Cons
Interdisciplinary and across grade levels	Projects can sometimes get too large
Flexible scheduling/transportation	Need to stick to curricular objectives
Lots of room for student voice, leadership, creativity, and ownership	Large class sizes

PRODUCT MODEL

- Students create a deliverable product for an agency or cause, using the skills and knowledge they are gaining in class.
- Students usually do not work on the product at the agency.
- Often students work on the product as a group.

NWTC Example of Product Model: Students in our Graphic Design and Marketing class worked with a non-profit agency (ex. the Salvation Army) to create promotional materials for their program. The students received real-world client experience and the agency received high-quality marketing materials.

Potential Pros	Potential Cons
Opportunity for interdisciplinary and cross-level grade work	Dependability and scheduling of the community partner
Can be done in the classroom	Less exposure to social justice issues
Students directly apply learning—assignments can be easy to create	Some students may invest more than others within the group
Encourages teamwork	Expenses may be incurred (printing, paper, etc.)
Brings the community into the classroom	

PRESENTATION MODEL

- Students take what they are learning and create a presentation to deliver to other community members.
- Learning is reinforced by having to “teach” course material to someone else in a real-life setting.

NWTC Example of Presentation Model: Students in our Dental Hygiene department taught appropriate dental hygiene to women in a homeless shelter. Students were able to showcase their knowledge and acquired teaching experience. The recipients learned valuable dental hygiene information.

Potential Pros	Potential Cons
Gives an opportunity for public speaking	Limited exposure (usually only one or two presentations per semester)
Gives the opportunity to “teach”	Be careful not to lose the course material—don’t water it down
Gives ownership of learning the material well	May be a challenge to find a community partner with a need that will match the curriculum

PRESENTATION PLUS MODEL

- Very similar to Presentation Model, but presentations are given in a Fair or Conference format.

NWTC Example of Presentation Plus Model: Students in a Nursing Clinical class presented information to participants at a skin cancer screening fair. Students were able to share their knowledge and practice interacting with potential patients. Participants learned important information about skin cancer prevention.

Potential Pros	Potential Cons
Learners have the ownership of learning the material well	Limited Exposure (Fair/Conference is a single event)
Empowerment of teaching something	Be careful not to lose the course material—keep the integrity of the course
Opportunity for public speaking/group work	May be difficult to find a community partner

EVENT MODEL

- Bring recognition to a community need through an event that will attract attention and recognition to the issues or problem.
- Inter-disciplinary
- Include private and public sector
- Inter-collegial
- Design events for the faculty to plug into

NWTC Example of Event Model: Event Planning and Marketing students planned and executed a community-wide fundraiser for cancer patients. Students were involved each step of the process from beginning to end, applying materials learned in the course. Cancer patients received funds to offset their medical expenses.

Potential Pros	Potential Cons
High profile	High profile
Community-wide impact	Community-wide impact (extremely large)
Positive image	Challenge of many voices
Individual expression	Requires lots of planning
Educational/advocacy focus	Can slip into community services versus service-learning

These models are also available in a convenient flip book for easy reference. For copies contact the Service-Learning Team at 920-491-3793. All examples are taken from actual NWTC service-learning projects.