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## ESSENTIAL ELEMENTS OF EFFECTIVE SERVICE-LEARNING

1. There are clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involve students in the construction of their own knowledge.
2. Students are engaged in tasks that challenge and stretch them cognitively and developmentally.
3. Assessment is used as a way to enhance student learning as well as to document and evaluate how well students have met content and skill standards.
4. Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community, and have significant consequences for themselves and others.
5. Formative and summative evaluations are employed in a systematic evaluation of the service effort and its outcome.
6. Student voice is maximized in selecting, designing, implementing, and evaluating the service project.
7. Diversity is valued as demonstrated by its participants, its practice, and its outcomes.
8. Communication and interaction with the community are promoted and partnerships and collaboration are encouraged.
9. Students are prepared for all aspects of their service work. They possess a clear understanding of tasks and roles, as well as the skills and information required by the tasks; awareness of safety precautions; and knowledge about and sensitivity to the people with whom they will be working.
10. Student reflection takes place before, during, and after service; uses multiple methods that encourage critical thinking; and is a central force in the design and fulfillment of curricular objectives.
11. Multiple methods are designed to acknowledge, celebrate, and further validate students' service work.

Source: National Service-Learning Cooperative, *Essential Elements of Service-Learning* (St. Paul, Minn.: National Youth Leadership Council, April 1998).