Service-Learning 101: 
Introduction to Service-Learning

Service Learning, Youth Development Branch
2019
“Service to others is the rent you pay for your room here on earth.”
-Muhammad Ali
Agenda

• Welcome and Introductions
• Goals Review
• Definition of Service-Learning
• Why Does Maryland do Service-Learning?
• History of Service-Learning in Maryland
• Standards: Maryland's Seven Best Practices of Service-Learning
• Project Planning
• Resources
• Evaluation
Introductions

- Facilitator
- Participants
Stand Up If...

• You volunteer in your community
• You want to learn more about service-learning
• You are responsible for your school’s service-learning program
• You do service-learning in your class or school
Service-Learning 101 Goal

To understand what service-learning means, why it is an effective teaching strategy, and how to create and implement high quality service-learning projects with students.
Service-Learning Mission

It is the mission of the Service-Learning Office to institutionalize high quality service-learning for students in all Maryland K-12 public schools, and to encourage its application in schools across the United States.
How wonderful is it that nobody need wait a single moment before starting to improve the world.

-- Anne Frank
Definitions

Discuss the similarities and differences between each of these terms.

• Community Service

• Volunteerism

• Internship

• Service-Learning
Service-Learning

Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning.

Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.

Learning in Deed
LEARNING PYRAMID

AVERAGE RETENTION RATE

Lecture 5%
Reading 10%
Audio-Visual 20%
Demonstration 30%
Discussion Group 50%
Practice By Doing 75%
Teach Others/Immediate Use of Learning 90%

National Training Laboratories – Bethel, Maine
Impact of Service-Learning

The Corporation for National and Community Service has compiled research that shows students who engage in service-learning experiences have:

• Improved Academic Achievement
• Improved Academic Engagement
• Positive Civic Attitudes and Behaviors
• Enhanced Social and Personal Skills
Brandeis University
Service-Learning Study Results

• Benefited a wide range of youth
• Improved academic achievement
• Helped students learn useful skills
• Resulted in positive impact on certain risk behaviors
History of Service-Learning In Maryland


• Early 1980’s - David Hornbeck, Maryland’s Superintendent at the time, visit Israel and sees service in schools in action.

• 1983-84 - Hornbeck vigorously encourages the State Board of Education to adopt a service requirement for all students.

• 1985 - State Board adopts an optional service opportunity for students.
• 1988-92 - Technical assistance provided to teachers and schools in service-learning.

• 1992 - State Board adopts current mandatory service requirement impacting the class of 1997.

• 1993 - Learn and Serve America (LSA) subgrants given to local school systems (LSS).

• 1993 – First class of Service-Learning Fellows inducted by MSDE.

History Continued - 3

• Winter 1997 – Service-Learning website is created with information on local, state, and national service-learning programs and issues.

• October 2000 - "Statewide Quality Review" initiative begins with MSDE specialists visiting every school district during the school year to monitor service-learning implementation policies and assess quality of service-learning activities.

• September 2001 - State Department of Education forms new "Youth Development Branch" combining service-learning, character education, out of school learning, and student government programs into a single strategic entity. The Branch is part of the Division of Student Support, Academic Enrichment, and Educational Policy.
History Continued - 4

• 2004 – LSS submit their service-learning implementation plans for a 10 year review by a panel of experts and an every four year Quality Review Cycle begins (2004, 2008, 2012, 2016...).

• 2007 – Sample service-learning units developed by teachers that link to Maryland standards.

• 2008 – National standards for service-learning created which align with Maryland’s 7 Best Practices of Service-Learning.

• 2011 – Learn and Serve America funding eliminated from Federal budget.

• Present – MSDE provides a vast amount of resources through the website to support LSS, teachers, students, and community based organizations with service-learning.
COMAR Regulation 13A.03.02.05

Students shall complete one of the following:

75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades; or

A locally designed program of student service that has been approved by the State Superintendent of Schools.
Service-Learning in Maryland

- Infused in a course
- Interdisciplinary Projects
- Service-Learning Courses
- Independent Projects
- Clubs & Activities
The Seven Best Practices of Service-Learning

1. Meet a recognized need in the community
2. Achieve curricular objectives through service-learning
3. Reflect throughout the service-learning experience
4. Develop student responsibility
5. Establish community partnerships
6. Plan ahead for service-learning
7. Equip students with knowledge and skills needed for service
7 Best Practice Window Pane Activity

Direct Service
*Tutoring, Mentoring, Visiting the Elderly*

**Students Learn:**

- To be responsible for their own actions
- To be dependable
- To make a difference in another person’s life
- To solve problems
- To care for another person
- To focus on the needs of others, and put one’s own problems in context

- To get along with people different from one’s self
Indirect Service
*Drives, Collections, Fund Raisers, Clean Ups, Construction, Environmental*

**Students Learn:**
- To work in a team and cooperate
- To play different roles in a group
- To take pride in an accomplishment
- To organize people to get a job done
- To involve others (recruit them to help)
- To perform project specific skills
- To value working with others to solve problems
Advocacy

*Lobbying, Speaking, Performing*

- To persevere
- To articulate a concern and suggest solutions
- To persuade people to act in a new way
- To understand relationships among issues
- To appreciate the duties and privileges of citizenship
- To appreciate the political process
Reflection

- To explore the impact and importance of citizen service to the community
- To understand how to learn from experience
- To develop a language of caring and commitment
- To instill habits of participation as an expectation of citizenship
Reflection Tips

- Attend to broader issues as well as personal experience
- Encourage creativity
- Use diverse activities
- Have students structure some of the reflection sessions
- Engage students in multiple reflection activities throughout the duration of the project
You make a living by what you get. You make a life by what you give.

- Winston Churchill
Meeting State Curriculum Objectives through Service-Learning
Service-Learning Units Aligned with the Maryland State Curriculum

- 15 sample service-learning experiences linked to Maryland curriculum that were created by teachers. These projects are embedded in a variety of different content areas and grade levels and are easily adaptable to local school system needs.

- 14 sample service-learning experiences created for special education students and linked to Maryland curriculum that were created by teachers from around the State.

(http://marylandpublicschools.org/programs/Pages/Service-Learning/ServiceLearningUnits/SLUnits.aspx)

(http://marylandpublicschools.org/programs/Pages/Service-Learning/ServiceLearningUnits/SPEDSLUnits.aspx)
Native Species Restoration
Project Walk Through
Creating a Sample Project Together

1. What community need could your project address?

2. What curricular objectives could the project meet?

3. How would students reflect throughout the experience?

4. How could student responsibility and leadership be developed through the project?

5. Who would be community partners on the project?

6. How would you plan ahead for the project? What assessment would you use to evaluate student learning and community impact?

7. How would you equip students with the knowledge and skills needed for the project and regarding civic participation?
Resources

- MSDE’s Website at www.mdservice-learning.org

- MSDE Materials (Service-Learning Guidelines, Interdisciplinary Webs, 7 Best Practice Guide...)

- MSDE Staff at 410-767-0357
Feedback/Evaluation

Plus

Delta
You cannot do a kindness too soon, for you never know how soon it will be too late.

- Ralph Waldo Emerson