

# L&S Link



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## A SERVICE AND LEARNING TYPOLOGY

1. **service-LEARNING** (*LEARNING goals primary, service outcomes secondary*)

Courses rooted in academic disciplines are emerging as a primary base to which a discrete service component is added. Examples include:

- ▶ Writing and Critical Thinking courses which engage students in writing projects for public agencies.
- ▶ Political Science courses that include exposure/engagement with a public agency or leader as part of the course design.
- ▶ Courses in which Learning to teach reading courses are augmented by students doing active tutoring.
- ▶ Traditional clinical training programs. The learning agenda is central, while the service setting is secondary.

2. **SERVICE-learning** (*SERVICE outcomes primary, learning goals secondary*)

These programs begin with a service need being clearly stated by the acquirers of the service. A learning agenda is derived from what knowledge is needed to carry out the service assignment with integrity. Advocacy or research projects identified by communities fit in this grouping. Content and methodology are determined by the situation. The service agenda is central, the learning is secondary.

3. **service learning** (*service and learning goals completely separate*)

Notice that there is no hyphen. Some institutions sponsor programs designed with both service and learning intentions, but with the two components viewed as distinct and separate from the other. No

expectation is stated that the service experience will enhance the learning nor that the learning will enhance the service.

4. **SERVICE-LEARNING** (*SERVICE and LEARNING goals of equal weight and each enhances the other for all participants*)

In these programs the service and the learning are balanced and the hyphen is essential. The defined needs/requests of individuals, communities, or agencies are linked to defined learning expectations for students. In a SERVICE-LEARNING approach, all parties to the arrangement are seen as learners and teachers as well as servers and served. In these programs, we are challenged to respect local situations for what they can teach. Likewise, students are challenged to be their best, to listen, to explore, to learn, to share from their emerging capacities, and gain increased capacity for self-directed learning.

*This typology was developed by Robert Sigmon, Senior Associate of the Council of Independent Colleges (CIC) for CIC's project, "Serving to Learn, Learning to Serve", and was first published in the CIC report, Linking Service with Learning (1994). Used with permission.*

### Inside L&S Link...

- ▶ Best Practices Bulletin: Reflection
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- ▶ Q&A with the Learn and Serve America: Higher Education Program Staff