

AN INTEGRATED CURRICULUM MODEL FOR SERVICE-LEARNING: DESIGN AND IMPLEMENTATION



OUTCOMES

By the end of this chapter you should be able to:

- Acquire the necessary knowledge, skills and attitudes to design, develop and implement a module with service-learning in an academic learning programme.
- Demonstrate, by implementing the first two phases and activities of the integrated curriculum model for service-learning, how service-learning can be integrated in the curriculum of a module.
- Complete the template for the design of a module integrating service-learning in the curriculum. Use Appendix **A**: SECTION A: 1, 2, 5 to 17; and SECTION B: *Phase 1: Module Development and Design*: 1, 3 and 4; *Phase 2: Module Implementation*: 1, 2.1 and 3. You may find it useful to draw on the content of Chapters 4, 5, 6, 7 and 8 to complete the template.
- Ensure that the module with service-learning activities meets the institution's curriculum planning and design requirements such as module size, credit ratings, rules of combination, entry requirements and assessment regulations.

3.1 INTRODUCTION

In Chapter 2 we positioned service-learning within a theoretical and conceptual framework. The purpose of this chapter is to introduce a curriculum model to integrate service-learning in higher education curriculum. The model can be used as a framework to develop a new or to reconstruct an existing module to include service-learning. The focus is on the 'What, How and When' of using a curriculum model for service-learning.

By means of a curriculum model we guide and support academic staff phase by phase and with stepwise activities to develop a new module with the integration of service-learning experiences in an academic learning programme. Chapters 3 and 4 are directly linked, because the first two phases – design and implementation – of the curriculum model are discussed in this chapter, and the last two phases – reflection and assessment, and evaluation – are discussed in Chapter 4. Chapter 3 provides the theory and framework for service-learning in the curriculum and interconnects with the following chapters: Chapter 5 on partnership development, Chapter 6 on risk management, Chapter 7 on service-learning in practice, Chapter 8 on institutionalisation of service-learning and Chapter 9 on managing the quality of service-learning.

As a foundation for the curriculum model, service-learning is conceptualised here as a form of experiential education and as a collaborative teaching and learning strategy designed to promote in students academic enhancement, personal growth and social responsibility. Students render relevant and meaningful service, in community and service agency settings that provide experiences related to academic content (module descriptors). Through guided reflection, students examine their experiences critically and determine whether they have attained the learning outcomes; thus, the quality of both students' learning and their service is enhanced, and social responsibility is fostered (Ash and Clayton, 2004; Ash, Clayton and Day, 2004; Ash, Clayton and Atkinson, 2005).

Service-learning as a teaching strategy is quite different from traditional classroom teaching, which is why academic staff nationally articulated the need for training and support in service-learning design and implementation (Bender, 2005b). Furco (2001) reports that a University of California-Berkley study found that the "strongest predictor for institutionalising service-learning on college campuses is faculty involvement in and support for service-learning" (Furco, 2001: 69). It is the academic staff/ lecturers who design and offer the service-learning modules, and who are ultimately responsible for curricular reform. Therefore, academic staff involvement and development are crucial to the long-term success and institutionalisation of service-learning worldwide (Bringle and Hatcher, 1996; Stacey and Bender, 2005).

3.2 CONFORMING TO LEGISLATION AND INSTITUTIONAL CURRICULUM DEVELOPMENT REQUIREMENTS

The current education model and related legislation at South African HEIs make it imperative to follow correctly a specific procedure for, for example, the introduction/ discontinuation/ name changes of modules, the changing of module descriptors ('syllabi', to use the previous terminology), the introduction of or changing of the designation of new programmes/ qualifications, the discontinuation of programmes/ qualifications, and so on.

Existing modules that meet specific criteria and that include opportunities for direct student involvement in community-based learning can be designated as service-learning modules or modules with a service-learning experience. This may imply that a specific designation process should be followed, as required by individual institutions.

Purposeful social learning is informed by a traditional alignment process. In this process we start with curriculum alignment, which refers to the principle of ensuring that the purpose of a programme (or module) is supported by the content selection (module descriptors), learning outcomes, teaching-learning methods, assessment methods and practices used to deliver it (Bender, 2005c).

The following could be institutional requirements for integrating service-learning in the curriculum and could be stipulated in HEI policies:

- The module should meet the institution's curriculum planning and design requirements such as module size, credit ratings, rules of combination, entry requirements and assessment regulations.
- It is evident that the specific learning outcomes and content of the module contribute to students' attainment of the programme's exit-level qualification(s).
- The contribution of the module to the programme – in terms of the development of a knowledge base and academic or professional skills and their sequencing – is evident.
- The relationships and rules of combination among this module and other modules on the programme are clear.
- The module design and its implementation ensure that the module content (module descriptors), teaching and learning content, methods and materials, and student support provide students with a fair chance of attaining the learning outcomes specified for the module and of demonstrating this through assessment.

The module design and its implementation should follow the policies and guidelines regarding community engagement and service-learning at your institution.

We recommend that you gather together the specific documentation at your institution regarding the following kinds of relevant issues: for example, the introduction of new modules or name changes of existing modules; the changing of module descriptors; the introduction of new programmes/ qualifications or the changing of the designation of existing programmes/ qualifications; guidelines for ensuring the safety of students; and so on. Prepare all the necessary documents for the submission of a module that integrates service-learning (in an academic learning programme) for approval by the faculty programme committee, Faculty Board, unit for quality assurance and Senate.

3.3 SERVICE-LEARNING AS PEDAGOGY, AND EVALUATING YOUR TEACHING STYLE

Service-learning, a pedagogy that integrates service with learning, is described by Howard (1998: 21) as a synergistic model whereby the students' community service experiences are compatible and integrated with the academic learning objectives (the term learning outcomes is preferred in South Africa) of a module/ course.

According to Howard (1998: 23-24) the pedagogy of service-learning seeks to:

- Advance students' sense of social responsibility and commitment to the greater good. Service-learning pedagogy is less individualistic than traditional pedagogy, in that social responsibility is valued over individual responsibility;
- Create a learning synergy for students, whereby academic learning is valued along with community-based experiential learning, which is inductively orientated;
- Give students control over their learning by allowing them to make decisions in directing their own learning;

- Encourage active learning through participation in the community;
- Encourage contributions from students on learning that has occurred in the community and could be utilised in the classroom; and
- Welcome both subjective and objective ways of knowing.

Service-learning is a teaching strategy that integrates theory with relevant community service. Through assignments and class discussions, students reflect on their service in order to increase their understanding of module content, gain a broader appreciation of a discipline, and enhance their sense of social responsibility. As a lecturer you should have a sound theoretical and conceptual framework for service-learning. You also have values and assumptions about learning and teaching, and these affect your teaching and learning style (Bender, 2005a; Bender, 2005c).

- **Evaluate your teaching style**

Using service-learning in a module demands a teaching style and skills that are different from traditional lectures or classroom teaching. While some lectures may be necessary, the students' voices must also be heard. The lecturer has less control of the material learned each day because students will bring experiences to share and to relate to module content. Students become a resource in the classroom; the lecturer needs to recognise this fact and draw on it. The lecturer is no longer the sole expert, who imparts knowledge, but rather a facilitator who draws information – and thus learning/ knowledge – out from the students (Stacey, Rice and Langer, 2001: 11; Bender and Du Toit, 2005).

- **Ten principles of good service-learning pedagogy**

Howard (2001) identifies ten principles of good practice with regard to service-learning as a pedagogy. The following principles can serve as a useful checklist for an academic staff member/ lecturer considering implementing service-learning in a module:

Principle 1: **Academic credit is for learning, not for service** – Students must be given credit not for the community service they perform but for the quality of learning that takes place.

Principle 2: **Do not compromise academic rigour** – Academic standards must be sustained when adding a community service-learning component.

Principle 3: **Set learning goals for students** – Identifying priorities and taking maximum advantage of learning opportunities both require deliberate planning.

Principle 4: **Establish criteria for the selection of community service placements** – Academic staff who deliberate about establishing criteria for selecting community service placements will find that their students extract better learning from the service experiences.

Principle 5: **Provide educationally sound mechanisms to help students harvest their**

learning from the community experience – Course assignments and learning formats must be carefully developed to facilitate students’ learning from the service experiences.

Principle 6: **Provide supports for students in learning how to harvest their learning from the community experience** – Academic staff must help students acquire the needed skills by providing examples of how to draw out the learning from their experiences in and with the community.

Principle 7: **Minimise the distinction between the student’s community learning role and the classroom learning role** – Create consistency between the learning roles of the students in the classroom and in the community.

Principle 8: **Re-think the teaching role of academic staff** – Academic staff need to move away from seeing their teaching role as disseminating information, and towards developing their facilitation and guidance skills.

Principle 9: **Be prepared for uncertainty and variation in student learning outcomes** – Variability in community service placements will lead to unpredictable learning outcomes.

Principle 10: **Maximise the community responsibility orientation of the module** – Design module learning formats that would encourage a communal rather than an individual learning orientation.

In addition to checking on these ten principles, ask yourself the following important questions:

- Can I share control of the learning/ teaching experience with students and community and service agency representatives?
- Can I handle uncertainty and not always having the answers?
- Can I adapt to the situations and experiences that the students will have as part of their service-learning experiences?
- Can I foster discussion and students sharing their experiences?
- Can I say: “I don’t know, but I’ll try to find out?”

(Stacey, Rice and Langer, 2001: 12).

3.4 A CURRICULUM MODEL FOR SERVICE-LEARNING

In this book, a specific *integrated* model for curriculum development and design is advocated for service-learning (see figure 3.1).

The proposal is based on the theoretical and conceptual framework for service-learning (Chapter 2) and on theoretical models such as are found in social reconstructionist approaches to curriculum design and implementation. Curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate learning and development and to impose meaning on experience. The explicit intentions usually are expressed in the written curricula and in the

modules of study. The implicit intentions are found in the ‘hidden curriculum’, by which we mean the roles and norms that underlie interactions in the lecture hall and service in the community (Bender, 2005a; Bender, 2005b; Bender, 2006b).

In the proposed curriculum model, service-learning activities are integrated in the regular module curriculum. The service-learning requirement is characterised by the following:

- An academic staff member integrates a service-learning component in an existing module or integrates it in a new module s/he is designing.
- The service requirement is 20-40 hours during the semester.
- The service experience is with a service and/or community agency, which the academic staff member has chosen, either with the help of the service-learning/ community engagement office on campus (if you are fortunate to have such an office), or through his/her own connections.
- Reflection activities are conducted by the academic staff member, both in and out of the lecture hall. Student reflections are integrated with module subject matter in order to ensure academic learning, as well as effective service.
- The academic staff member monitors the service experiences of his/her students.
- The evaluation of the student’s service-learning experience is included in the module assessment criteria and is done by the academic staff member, with feedback from the community and service agency supervisors.

(Bender, 2005a; Bender, 2005b; Bender and Du Toit, 2005).

The integrated curriculum model is academic staff-centred; an academic staff member takes ownership of the whole process of integrating the service-learning component in the curriculum, identifying a service agency and community partner, conducting the reflection activities, and assessing the participating students. The service-learning team from the service-learning/ community engagement office on campus can *assist* with all of these steps but does not *do* them (Bender, 2005b; Bender and Du Toit, 2005).

In this book the main aim is to guide academic staff to design a new module (or to adapt an existing module) within a wider academic learning programme. If a new undergraduate or postgraduate academic learning *programme* with service-learning activities needs to be developed, the proposed integrated curriculum model may also be used as a guideline. Another option to develop a new programme is to use the Logic model (module input; module process; module output and impact; and module review) – but due to the main focus and theoretical framework of this book, we refer you to the following websites for more information on the Logic model:

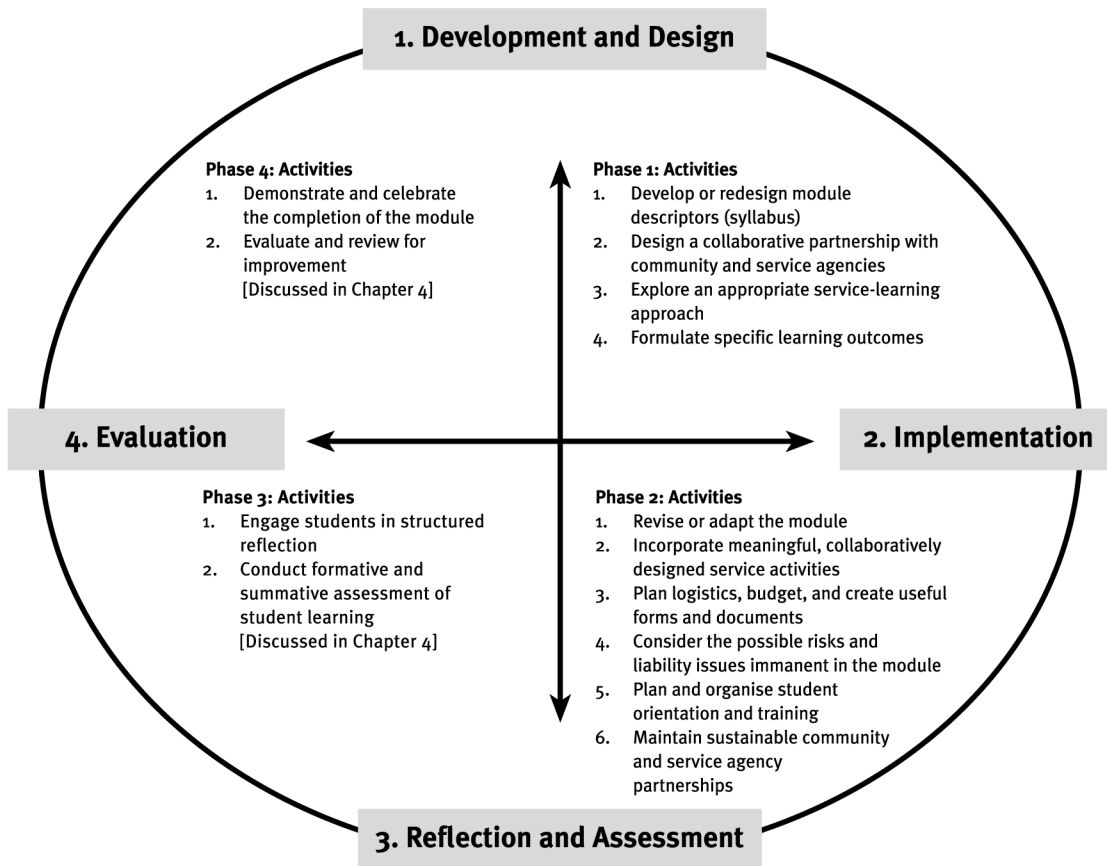
www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html and
www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf

The development of a curriculum is an ongoing process, as shown in figure 3.1 (below). Although, in practice, this cycle can start anywhere, we will describe its components in the following order as phases:

- Development and design;
- Implementation;
- Reflection and assessment; and
- Evaluation.

Each of the phases consists of stepwise activities that should be carried out to design, implement and evaluate an effective service-learning module (Bender, 2005a; Bender, 2005b; Bender, 2006b).

Figure 3.1: An Integrated Curriculum Model for Service-Learning (Phases 1 and 2)



(Bender, 2005a; Bender, 2005b; Bender, 2006b)

3.5 PHASE 1: MODULE DEVELOPMENT AND DESIGN (PLAN)

There are four basic stepwise activities in the development and design phase:

- Develop or redesign module descriptors;
- Design a collaborative partnership with community and service agencies;
- Explore an appropriate service-learning approach; and
- Formulate specific outcomes.

3.5.1 *Develop or redesign module descriptors*

‘Module descriptors’ (also referred to as study themes or study units) refers to the outline of module content; they are usually published in the faculty yearbooks of institutions or on institutional websites. As we should develop a curriculum with service-learning within the outcomes-based education system, the term *syllabus* should be replaced with *module descriptors* (although in reality the concept of *syllabus* is still widely in use at institutions).

Nowhere do module descriptors – as a ‘guide’ or ‘contract’ – become more important than in a module with service-learning. To avoid confusion, academic staff must clearly spell out the integration of service within a module. To be truly effective and to minimise the potential for harm, service-learning must be well planned and integrated in the module descriptors, with a clear sense on the part of those doing the planning and integrating of how to structure the service component and why this service activity is being employed in this module (Bender 2005a; Bender 2005b; Bender 2005c).

We recommend that when a module is designated as service-learning, it should be listed in the faculty yearbook or catalogue, with an attribute of ‘SL’ in the syllabi listings to denote service-learning; this may attract students interested in experiencing a more direct, hands-on approach to their learning.

Table 3.1: Example of Module Descriptors for Two Modules with a Service-Learning Component

<i>Module code</i>	<i>Department of ...</i>	<i>Language A&E</i>	<i>Lectures per week</i>	<i>Year</i>	<i>Semester 1 or 2</i>	<i>Quarter/Term</i>	<i>Credits 12</i>
Community Education 720 (OWG720) Conceptual and Theoretical framework; Major components in Community Education for community building; Needs assessment and asset-based approach; Schools and communities: Community schools; Community involvement; Youth involvement and development; Parental involvement; Building community collaborations and partnerships. Basics of programme development (logic model). Service-learning (25 hours).							

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Child development 710 (KDW 710)

Analysis of the content of child development theories. Development theories: psychoanalytical (Erikson); Social learning theory. Cognitive and language development (Piaget and Vygotsky); Humanistic theory; Ecological theory; Value oriented theories and moral development (Kohlberg). Service-learning project (25 hours).

Table 3.2: Organisational Components of an Effective Service-Learning Module

<ul style="list-style-type: none"> • Front page that includes the HEI name, department, module title, module code, semester/ year, and organisational page indicating the academic staff/ lecturer contact information (including rank, consultation hours, email, office and/or home phone, and office address); • Module description that introduces the service component; • Module introduction that articulates the relevance of service to the course; • Module goals that articulate the critical and specific learning outcomes for the module; • Module outcomes that clarify for students what service-learning outcomes the academic staff member will measure; • Required texts/ readings (prescribed books/ articles); • A weekly semester schedule; • An overview of module assignments and reflection activities; • A description of guided or structured reflection activities; • A description of the service-learning assignments, which includes specific information about the service placement; and • An overview or explanation of the assessment policy (which includes a discussion of who will evaluate the students' community work). This overview should connect module outcomes to the allotted percentage points that academic staff assign projects, papers, journals, presentations etc. <p>See the self-study activity at the end of Chapter 4: Table 4.9 Checklist for the Compilation of a Study Guide for a Module Integrating service-learning in the Curriculum</p>
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3.5.2 *Design a collaborative partnership with community and service agencies*

In practice it is often necessary to conduct a basic situation analysis, and needs and asset assessment, to construct a picture of the bigger context. Such an analysis/ assessment is conducted mainly for the purpose of understanding the broader context and making choices of intervention areas, strategy and community and service partners, as well as for basic monitoring purposes.

In some curriculum models situation analysis is recognised as the necessary first step to undertake before making decisions on curriculum design and implementation. There are a number of important reasons why situation analysis can be required as a first step in curriculum planning: staying relevant – ensuring that the module of the learning programme addresses the ‘right’ issues (real needs of the community); ensuring that the module in the learning programme is implemented with appropriate partners; and monitoring and adapting to change.

A situation analysis includes the following elements:

- An analysis of key stakeholders – groups of people and institutions with a right, mandate and/or interest in resources and their management in the geographic area of the potential project;
- An analysis of the state and condition of people (including identification of needs and assets); and
- Identification of major issues/ needs (related to people) that require attention.

Selecting, developing and maintaining strong relationships with community and service agencies are critical to the success of service-learning. Without effective placement opportunities, the service experience can be frustrating and demoralising for students, academic staff, and community and service agencies. The service-learning/ community engagement office on campus at your HEI may assist in identifying a manageable number of community and service agencies. Refer to Chapter 5: *Partnership Development for Service-Learning*.

In designing a collaborative partnership with community and service agencies the following key questions can guide you in identifying appropriate partners:

- Do the service missions of the community and service agencies fit effectively with the educational goals of the module?
- Can the community and service agencies effectively accommodate the students who choose to be involved there?
- Can the community and service agencies identify needed tasks that the students can feasibly take on within the limits of the service-learning module (allocated time, transport needs etc.)?
- Can the staff accommodate student schedules?
- Can the staff handle an array of student projects?

3.5.3 Explore an appropriate service-learning approach

One way to begin the process is by contacting colleagues who have incorporated service-learning activities into one or more modules. Find out first-hand how it worked for them and begin brainstorming a few ideas for your module. Contact the service-learning/ community engagement office on campus for guidance or for names of colleagues. In addition, you can use the Internet to make contact with service-learning experts and initiatives at other HEIs.

In designing a new module or reconstructing an existing module to integrate service-learning, academic staff need to explore an appropriate *approach*. The following discussion of various approaches could guide you in this regard.

Which approach is most appropriate for your module?

- Consider connections between your module outcomes and your departmental mission, vision and strategic planning.
- Consider connections between the institutional vision, mission and strategic planning and community and service agency expectations.
- Consider your teaching and learning outcomes and the potential expectations of your students.

As a way of guiding yourself in terms of which approach to use to structure the service component, the following might be useful: Define the nature of the service and introduce a service approach for the module. Consider, for example, whether students will perform:

- Discipline-based service-learning;
- Community-based action research;
- Problem-based service-learning;
- Capstone modules; or
- Service internships.

(Lund, 2003, adapted from Heffernan, 2001)

While it is possible to argue that there are many approaches to and models of service-learning, Heffernan (2001: 2-7, 9) asserts that service-learning modules can be described in six categories. For the South African context we prefer to view *five* relevant categories, as *five* service-learning approaches within the curriculum model, as follows:

Discipline-based service-learning: This approach is discipline-specific, for example, Psychology, Social Work, Economics, Nursing, Agriculture. In this approach, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using module content as a basis for their analysis and understanding.

The approaches described below can be implemented in both disciplinary and interdisciplinary modules such as Health Sciences (Nursing, Occupational Therapy, Physiotherapy), Humanities (Criminology, Social Work, Sociology) and so on.

Problem-based service-learning (PBSL): In terms of this approach, students (or teams of students) relate to the community much as ‘consultants’ working for a ‘client’. Students work with community members to understand a particular community problem or need. This approach presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: for example, Architecture students might design a park; Information Science students might develop a website; or Botany students might identify non-native plants and suggest eradication methods.

Capstone modules: These modules are generally designed for fundamental and core modules in a given discipline and are offered almost exclusively to students in their final year: for example, a module such as Professional Development and Leadership Capstone in the fourth year of a Physiotherapy programme. Capstone modules ask students to draw upon the knowledge they have obtained throughout their learning programme and combine it with relevant service work in the community. The goal of capstone modules is usually either to explore a new topic or to synthesise students’ understanding of their discipline. These modules offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

Service internships: Like traditional internships, these experiences are more intense than typical service-learning modules, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and ongoing opportunities for reflection, which help students analyse their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with academic staff advisors, or even electronically with an academic staff member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity – the idea that the community and the student benefit equally from the experience: an example would be Educational Psychology internships.

Undergraduate and postgraduate community-based action research: A relatively new approach that is gaining in popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this approach, students work closely with academic staff members to learn research methodology while serving as advocates or researchers for communities. This approach is based on learning theory as encountered in the action learning cycle, Lewin's model of action research adapted by Zuber-Skerrit (1992) – Plan, Act, Observe, and Reflect; and the three-phase model of Clawson and Couse (1998) – Research (situation analyses), Implementation and Reflection. Examples are: a community work module as part of a Social Work programme; an education for community building module in a Master's programme; or a research project module in an Agriculture or Business Management programme.

The decision that you make about what service-learning approach you will adopt and implement will in turn guide the identification of appropriate partnerships with community and service agencies.

3.5.4 Formulate specific learning outcomes

Critical cross-field outcomes: Academic staff members are aware that every academic learning programme has to reflect the nationally recognised critical cross-field and developmental outcomes. In this section we will focus mainly on the formulation of specific learning outcomes for a module, but as a whole the academic learning programme should make provision for learning opportunities such as:

- Identifying and solving problems by using critical and creative thinking;
- Working effectively with others as a member of a team, group, organisation and community;
- Organising and managing oneself and one's activities responsibly and effectively;
- Collecting, analysing, organising and critically evaluating information;
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion;
- Using science and technology responsibly, effectively and critically, showing responsibility

- towards the environment and health of others;
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;
 - Contributing to the full personal development of each student and the social and economic development of society at large by making it the underlying intention of any programme of learning to make an individual aware of the importance of:
 - Reflecting on and exploring a variety of strategies to learn more effectively;
 - Participating as responsible citizens in the lives of local, national and global communities;
 - Being culturally and aesthetically sensitive across a range of social contexts;
 - Exploring education and career opportunities; and
 - Developing entrepreneurial opportunities.

Specific learning outcomes: Service-learning is first and foremost an academic endeavour requiring the expertise of academic staff, which provides the essential context linking community service to theoretical texts and principles. Service-learning entails course-based, credit-bearing service activities; is directly accountable to community-identified needs; and has explicit learning outcomes for students. These outcomes include:

- Increased understanding and improved application of curriculum content (module descriptors) to enhance academic learning;
- Personal growth (inter- and intrapersonal learning); and
- Deeper appreciation of social responsibility (relevant and meaningful service with and to the community).

Students learn best when academic outcomes are clear, specific and linked to the educational issues that emerge when the students meet a community need through service activity. These learning outcomes should be broad enough to illuminate the social, economic, cultural and political issues underlying the origins of the community need, while encouraging students to consider questions of moral, ethical and social responsibility.

Academic staff should consider carefully the links between service-learning outcomes, reflection and assessment. Outcomes must be specified precisely. If outcomes are specified too broadly (e.g. 'communication skills') it may be difficult to devise appropriate reflection activities and to develop appropriate assessment techniques. Academic staff can use a wide range of service-learning outcomes (such as those discussed in the next paragraphs) as a starting point for formulating *specific* service-learning outcomes. Academic staff should consider how the outcomes would be assessed.

A detailed discussion of service-learning assessment is beyond the scope of Chapter 4; however, a key issue to consider in designing service-learning is the *link between reflection and assessment*. Chapter 4 provides detailed discussion of the link between learning outcomes, reflection and assessment.

- **Principles of effective learning outcome formulation**

While specific learning outcome formulation is unique to each learning situation (context), there are some general principles that can be applied:

- The selection or formulation of outcomes goes hand-in-hand with the selection of the service activities themselves. Select and structure service experiences, and formulate specific learning outcomes for these experiences, that comport well with the academic outcomes for the module and that are achievable within the particular service setting available.
- The outcomes need to be explicit in showing students how to relate service experiences to academic module content. Without such direction, many students will not make the connection at all, some will see the connection vaguely, and only a few will see the connection clearly.
- The specific learning outcomes need to be expressed simply and clearly. Use quantification wherever it might provide clarity.
- Learning outcomes need to be written so that both academic and student can tell when the outcomes have been achieved. This should be included in the study guide for the module and provided to students.
- If a service and/or community agency (or school) is involved in the service experience it should be informed of the outcomes; if the agency (or school) wishes, it should also be involved in the formulation of the specific learning outcomes. Provide the service and/or community agency with a study guide for the service-learning module.
- Learning outcomes need to be selected with consideration for the wellbeing of the community and service agencies as well as the student.

(Adapted from Jackson, 1994)

- **How to formulate outcomes**

Bloom's Taxonomy of Educational Objectives

Bloom's Taxonomy of Educational Objectives (Bloom and Krathwohl, 1984) is a source of structure for the more precise statements of learning outcomes from lower- to higher-order thinking and reasoning: knowledge → comprehension → application → analysis → synthesis → evaluation (Bloom *et al*, 1956; Zlotkowski *et al*, 2005).

Although outcomes-based education forms the basis of our education system we, as academics, are still applying Bloom's Taxonomy of Educational Objectives in formulating educational and learning outcomes and assessment criteria. For the contemporary South African context, we have replaced Bloom's 'objectives' with 'learning outcomes' and find this taxonomy appropriate for service-learning modules.

The verbs used to define the outcome statements are classified in terms of a series of lower-order to higher-order thinking skills (cognitive domains), in accordance with Bloom's Taxonomy (Bloom and Krathwohl, 1984), as evident in table 3.3.

Table 3.3: Bloom’s Taxonomy of Educational Objectives (Bloom and Krathwohl, 1984)

<i>Level of cognition</i>	<i>Definition</i>	<i>Typical action verbs</i>	<i>Skills demonstrated</i>
1. Knowledge	Remembering previously learned information	arrange, define, describe, identify, label, list, match, name, outline, show, collect, examine, tabulate, quote	<ul style="list-style-type: none"> • Observe and recall information; • Knowledge of dates, events, places; • Knowledge of major ideas; • Mastery of subject matter.
2. Comprehension	Understanding the meaning of information	classify, discuss, estimate, explain, give example(s), identify, predict, report, review, select, summarise, interpret, ‘in your own words’, contrast, associate, distinguish, differentiate	<ul style="list-style-type: none"> • Understand information; • Grasp meaning; • Translate knowledge into new context • Interpret facts, compare, contrast; • Order, group, infer causes; • Predict consequences.
3. Application	Using the information appropriately in different situations	apply, calculate, demonstrate, illustrate, interpret, modify, predict, prepare, produce, solve, use, manipulate, put into practice, examine, relate, change, classify	<ul style="list-style-type: none"> • Use information; • Use methods, concepts and theories in new situations; • Solve problems using required skills or knowledge.
4. Analysis	Breaking down information into component parts and seeing the relationships	analyse, appraise, calculate, compare, criticise, derive, differentiate, choose, distinguish, examine, subdivide, organise, deduce, separate, order, connect, infer, divide	<ul style="list-style-type: none"> • Seeing patterns; • Organisation of parts; • Recognition of hidden meanings; • Identification of components.
5. Synthesis	Putting the component parts together to form new products and ideas	assemble, compose, construct, create, design, determine, develop, devise, formulate, propose, synthesise, plan, discuss, support, combine, integrate, modify, rearrange, substitute, invent, what if?, prepare, generalise, rewrite	<ul style="list-style-type: none"> • Use old ideas to create new ones • Generalise from given facts • Relate knowledge from several areas; • Predict, draw conclusions.
6. Evaluation	Making judgements of an idea, theory, opinion etc, based on criteria	appraise, assess, compare, conclude, defend, determine, evaluate, judge, justify, optimise, predict, criticise, decide, rank, grade, test, measure, recommend, convince, select, explain, discriminate, support, summarise	<ul style="list-style-type: none"> • Compare and discriminate between ideas; • Assess value of theories, presentations; • Make choices based on reasoned argument; • Verify value of evidence; • Recognise subjectivity.

Table 3.3 provides an example of Bloom's learning objective levels, and how academic enhancement learning objectives can be formulated by using associated guiding questions. In the following section we illustrate how Bloom's Taxonomy can be applied to formulate service-learning outcomes for students' academic learning and enhancement, personal growth and social responsibility.

Formulating service-learning outcomes for academic learning and enhancement, personal growth and social responsibility, based on Bloom's Taxonomy

In service-learning, the primary learning objectives (outcomes) can be organised into three categories or *domains*: academic, personal, and civic (Ash and Clayton, 2004). As already mentioned, for the South African context we prefer the concept learning outcomes rather than learning objectives, and the term 'civic' is replaced with 'social responsibility'.

The following are examples of learning outcomes in the three domains:

- **Learning outcomes for academic learning and enhancement:** This relates to the academic content (module descriptors) presented in a module. As the students pursue the learning outcomes associated with this domain they will:
 - **Identify** and **describe** connections – between academic concepts, theories, models, processes etc. on the one hand, and their experiences with the community and service agencies, in the community, and in their lives more broadly on the other;
 - **Apply** the curricular content (module descriptors) in the context of these experiences;
 - **Analyse** the module content in light of the experiences, noting similarities and differences; and
 - **Evaluate** the adequacy of the module content and/or their evolving understanding of it.

- **Learning outcomes for personal growth:** The personal growth outcomes attempt to capture learning related to students' personal characteristics: their strengths and weaknesses, their sense of identity, the assumptions they tend to make, and their beliefs and convictions as well as other traits. As students follow the learning outcomes associated with this domain they will:
 - **Identify** and **describe** awareness of a personal characteristic;
 - **Apply** the deepened awareness of themselves in the context of their service experience and their lives more broadly;
 - **Analyse** the sources of the characteristic they are learning about and the process of using or improving on it; and
 - **Evaluate** their strategies for personal growth in accordance with what they are learning about themselves.

- **Learning outcomes for social responsibility:** These learning outcomes attempt to capture learning related to citizenship, how individuals in a particular profession act in socially responsive ways, or collective action orientated towards change or improvement – either the individual’s personal involvement in such processes or the undertakings of other people (in groups, organisations etc.) (Ash, Clayton and Day, 2004). The aim is also to ensure that students become educated in the problems of society; experience and understand, first-hand, social issues in their communities; and attain the experience and skills to act on social problems (Bender, 2005b). As students follow the learning outcomes associated with this domain they will:
 - **Identify** and **describe** approaches taken (their own or those of other people/ groups/ organisations) toward meeting collective objectives;
 - **Apply** their understanding of the approaches taken in the context of their understanding of the outcomes at stake;
 - **Analyse** the appropriateness of the approaches taken and the steps necessary to make improvements in order to better achieve the outcomes; and
 - **Evaluate** their role (or that of other people/ groups/ organisations) as an agent of systemic change (Ash, Clayton and Day, 2004).

The above learning outcomes link with the section in Chapter 4 (4.2.1.8) on reflection models (specifically, the DEAL model).

Learning outcomes for outcomes-based education (Hay, 2003)

Most of the outcomes in this paragraph are in line with the well-known critical cross-field outcomes stipulated for outcomes-based education in South Africa and with SAQA. The underlying assumptions of critical qualitative enquiry require that students continuously connect the service-learning with some overriding context – a constant effort to derive meaning from the experiences gained in the community and in the lecture hall (compare Hay, 2003: 187; Beane, 1995). The number of learning outcomes you select will depend on the amount of time students will be involved in service (notional hours). The following types of learning outcomes are provided to help stimulate thinking (compare Beane, 1995; Hay, 2003: 186):

- **Knowledge/ understanding:** Knowledge about the specific discipline and module-related information; information related to the acquisition of concepts and ideas; knowledge about specific community problems/ issues, e.g. major aspects and characteristics of the issues, causal and correlated factors, associated issues; skills related to the particular module or subject-matter;

- **Cognitive skills beyond information acquisition:** Critical thinking, applying information to problem-solving situations, analysing information and concepts, seeing patterns and relationships, data analysis, preparing reports, and tacit learning skills;
- **Procedural skills:** Information-gathering skills; appropriate and accurate application of information for goal attainment and, specifically, how course-related information applies to a specific community issue; verbal proficiency in articulating and presenting information related to community issues and research;
- **Social skills:** Concern for the welfare of others; a broader circle of people about whom one feels concern and for whom one feels responsibility; leadership; co-operative collaboration; conflict resolution; the ability to establish and maintain productive and constructive working relationships with off-campus organisations; and public speaking;
- **Attitudes/ values/ self-confidence:** Conscious formulation and/or clarification of personal values or feelings; valuing and striving to be persistently reflective; valuing and supporting social justice; engaging in active and lifelong learning; a high level of altruism; broad and consistent tolerance of others and willingness to accommodate others via mutually acceptable compromise; and sensitivity towards social constructivism;
- **Personal growth:** Self-esteem; sense of personal worth; competence and confidence; self-understanding; insight into self; self-direction; personal motivation; sense of usefulness; doing something worthwhile; ability to make a difference; openness to new experiences; ability to take responsibility and acknowledge and accept consequences of actions; and willingness to explore new identities and unfamiliar roles.

(Beane, 1995; Hay, 2003: 186)

3.6 PHASE 2: IMPLEMENTATION (ACT)

The second phase of integrating service-learning in a module consists of six basic stepwise activities. We provide the theory of what should be done during implementation:

- Revise or adapt the module.
- Incorporate meaningful, collaboratively designed service activities.
- Plan logistics, budget, and create useful forms and documents.
- Consider the possible risks and liability issues immanent in the module.
- Plan and organise student orientation and training.
- Maintain sustainable community and service agency partnerships.

In Chapter 7 we demonstrate the practice, which is based on our experience of integrating service-learning in the curriculum and in practice.

3.6.1 Revise or adapt the module

When you have identified a community and service agency, determined that your learning outcomes fit with their needs and resources, and chosen a service-learning approach, you will still have to make some important decisions about how to adapt your module requirements and assessment to include service-learning.

Consider the following questions when making these decisions and revising your module:

- How many hours of service-learning will be required?
- How will you connect the service activity to module content during lecture time?
- How will you assess the service-learning component?
- What deletions or adjustments will you make in your module?
- How will you adapt your module curriculum?

(Stacey, Rice and Langer, 2001: 20-22)

- **How many hours of service-learning will be required?**

A common format is for students to perform services for three to four hours per week for six to ten weeks. We recommend a minimum total of 20-40 hours per semester. When determining the required time commitment, it is useful to keep in mind the community and service agency needs and your student population. Do the community and service agencies need a lot of student hours in a short period of time, or do they need a few hours each week on an ongoing basis? Do your students have a number of other obligations (work and family)? Will some lecture time be on site? If your students are producing a product (brochure, financial plan, education programme, after-school programme), how much time do you expect them to devote to this assignment? Make sure the product is something that can be accomplished during the module.

It is important to remember that if you are going to require a service experience, you will need to reduce or eliminate an existing project, assignment or reading, or free up lecture time that is usually required. It is important to *resist the temptation simply to add the service experience on top of everything else*. Doing so will only create frustration for the students and the community and service agencies, and possibly strain your and/or the institution's relationship with them.

- **How will you connect the service activity to module content during lecture time?**

When a service-learning component is integrated with a module, there must be a commitment to allocating lecture time to discussion of what students are seeing, feeling, and thinking about that experience – in short, to reflecting actively on their experience (reflection activities).

- **How will you assess the service-learning component?**

A general rule is not to evaluate the service-learning experience itself but, rather, to evaluate the *learning* students take away from the experience. Thus, you would not give credit for merely accumulating hours performing the service (although it is important to verify the student service hours). You would construct an assignment that allows the student to demonstrate (for example, by means of reflection activities) what s/he learned from the hours spent doing service work. This will be discussed in Chapter 4. Such an assignment could include written or oral analysis of how the module concepts relate to the experiences gained working for the community and service agencies.

- **What deletions or adjustments will you make in your module?**

Something must go when you add service-learning – perhaps one of your favourite 50-minute lectures or activities. Students will feel overburdened if you simply add service-learning requirements without adjusting your module requirements and how you spend time in the lecture hall. Be realistic about how much work your students can accomplish in a quarter/ term or semester. You cannot add on community service and never mention it in lecture time. So, you need to give careful consideration to how you will spend lecture time and precisely what you will require your students to do.

- **How will you adapt your module curriculum?**

It is important to provide students with a clear description and picture of the place service-learning has in the module. The following should be in the module curriculum:

- **Incorporate community-based service-learning into the module's outcomes.** Be sure that your list of learning outcomes includes those that will be promoted through the service-learning experience and related assignments. Remember, if you are trying to convey the message to students that the service-learning component is relevant to learning concepts, such relevance should be evident in your module outcomes.
- **Describe in detail the service-learning requirements and related lecture hall activities and assignments.** You may want to have handouts describing:
 - Lecture venue-based activities and assignments; and
 - Activities at the community site – including student, lecturer, and community and service agency responsibilities, and anticipated time commitment.
- **Describe how the service-learning experience will be evaluated.** Remember that simply performing a community service may not constitute learning:
 - Students must generate some product or documentation that illustrates what meaning they have gained from the experience and its connection to module content (see, for example, in Chapter 4 the types of reflection activities that can be used in a service-learning module); and
 - It is important to clarify with students early in the semester the assessment criteria – these should be stipulated in the students' study guide for the service-learning module.

- **Specify the contribution of the service-learning component to the module assessment.** To be seen by students as an integral part of the module, rather than as an add-on, the learning generated by service should contribute significantly (from 20-25% or more) to the overall module assessment – and this should be stipulated in the module study guide for students.
- **Include a calendar of service-learning events.** A term/ quarter-long/ semester-long calendar that specifies the service-learning experience and due dates is a useful tool for students – you may also wish to stipulate these activities in the module study guide for students.

Remember, the curriculum with the study guide is a formal contract with students. It is a valuable tool for the community and service agency supervisors as well.

To summarise, the following are required:

- A clear description of the connection between the academic content and the service component (learning outcomes);
- Stated module outcomes – performance-based (e.g. ‘students will develop database programmes for community and service agency’) or knowledge-based (e.g. ‘students will submit end-of-term papers that analyse some specific social problem from both a theoretical and applied perspective’);
- A description of the service requirements:
 - How many hours are required in total, or how many hours per week for how many weeks?
 - What does the timeline for the term or semester look like?
- Specific information about placements – required paperwork, deadlines for getting started, orientation requirement;
- Clear information about requirements for the reflection process – to what extent will regular and routine written reflection be required? and
- A concise description of the assessment criteria and structure – indicate how assessment is to be graded, and the relative weighting of the different components.

3.6.2 Incorporate meaningful, collaboratively designed service activities

Meaningful, collaboratively designed service refers to the nature of the service-learning activity that you have students perform in your module. The community and service agencies should identify and articulate a genuine community need; this need determines what type of service your students will perform.

Design the service-learning experience collaboratively with the community and service agency staff, the community participants or both. This means meeting face-to-face with the community and service agency representatives to discuss the following: your module outcomes; specific community resources and needs; and activities students can perform to address them. Answer the following questions, which can be used as a checklist to help ensure a meaningful, collaboratively designed service-learning experience:

- Are academic service-learning experiences designed around community-identified needs?
- Is the service activity engaging, challenging, related to key module outcomes and meaningful to the students?
- Are the agency site supervisors and the academic staff significantly involved in defining and designing the academic service-learning experience?
- Are the agency site supervisors knowledgeable about and committed to the module outcomes and willing to work in partnership to achieve them?
- Are the agency site supervisors willing to assist, orientate, train and supervise students?

(Stacey, Rice and Langer, 2001: 25)

3.6.3 Plan logistics, budget, and create useful forms and documents

A major issue of integrating service-learning in the curriculum of a module is making the logistical arrangements. These arrangements include budgeting, transportation, scheduling, monitoring student attendance, and liability. The service-learning/ community engagement office on campus can assist with these logistics. Refer to Chapter 7: *Service-Learning in Practice*.

- **Budgeting and resources**

The budget for a module with service-learning should be part of the departmental and faculty budget. The academic staff responsible should compile a budget for the module and submit it as required in terms of the departmental and faculty procedures and format. It is also necessary to identify and plan available resources (physical space, human resources and operating costs).

- **Plan transportation for service-learning activities**

In choosing sites, the service-learning/ community engagement office on campus will attempt to use sites accessible to public transportation (but this is difficult and the exception to the real

practice). The ideal sites for your module may not be easily accessible by public transport. At many campuses HEI transportation is being provided to service-learning sites; institutional cars and buses are often difficult to arrange and coordinate but they are the safest and thus recommended way. Sometimes students arrange their own transport. We recommend that you read your institution's policy document on guidelines for ensuring the safety of students during community engagement/ community-based education/ service-learning.

- **Coordinate scheduling of contact sessions and site placements**

It can be quite a challenge making sure that everyone knows where to go and when. The students will need to coordinate their schedules with the needs of the community and service agencies, and the agencies will need to know when to expect students for service.

Scheduling can be handled in one of two ways.

- Scheduling can be handled in a centralised manner, with the coordinator of the service-learning/ community engagement office on campus making all the arrangements. Before the start of the quarter/ semester, the community coordinator will find out the days and times that the community and service agencies need your students. At the first or one of the first lectures, the community coordinator can match the student to the site, based on availability and interest. With a formal schedule that shows who is going where and when, everything is much more organised. When students make their own schedules, it is easier for them to decide not to show up and attendance often tapers off as students get involved with the rest of the quarter/ semester modules and activities.
- The other method for handling scheduling is to have students make their own arrangements. This allows for students to take greater responsibility and learn professionalism. Also, it eliminates one step in the communication between the community and service agencies and students. We discourage this method, however, since the students may not start at the site right away and the community and service agencies may not know when to expect them. Nevertheless, we have found that Master's and Honours students are able to take responsibility for making arrangements (although monitoring is still required).

- **Monitor attendance and involvement of students**

During the term/ semester, it is important to monitor the students' level of involvement in the project. On-site projects will require closer monitoring. If students are not keeping their commitment to provide a certain number of hours of service, then you need to know this. When students go on site, they should sign in and out using a time log.

The service-learning time record form (see Appendix G) is a useful tool for documenting student hours. Two options may be provided: one that is signed by the site supervisor after each visit or one that is signed by the supervisor at the end of the quarter. Having the supervisor sign the form after each visit and collecting the forms regularly will allow you to catch problems early; however, this may prove too burdensome.

If the students are producing a product for the community and service agencies, it is still worthwhile to monitor student progress throughout the quarter/ semester. You could have the students turn in rough drafts, or you could divide the final product into smaller subparts, which could be turned in periodically throughout the quarter/ semester. You should not necessarily rely on students' testimonies that they are making adequate progress. Often students will underestimate the scope of the project or overestimate their ability to accomplish a great amount of work in a short time. Help your students to stay on track and meet deadlines. You can also require students to keep time records, showing what they did and how much time they spent doing it.

- **Create useful forms and documents**

To assist with the design, implementation and evaluation of your service-learning module there are some basic forms or documents frequently used by established programmes. Academic staff at some South African HEIs will have developed forms for their own modules and programmes. We have solicited specific examples and/or templates to add as appendices to this book. However, you may decide to contact an HEI or campus directly to ask for permission to view samples of forms to adapt for your own purposes or you may download such templates from institutional websites.

Listed here are a number of recommended documents and forms to provide effective support for a module with service-learning in an academic programme. In addition, suggestions are provided for key elements to consider or include.

Table 3.4 Recommended Documents and Suggested Elements to Include in the Design, Implementation and Evaluation of a Service-Learning Module

DESIGN FORMS AND DOCUMENTS	SUGGESTED ELEMENTS TO CONSIDER/ INCLUDE:
<ul style="list-style-type: none"> • Study guide for students • Module description • Workbook or guide for students 	Provide a study guide for students, consisting of: learning outcomes for modules, and assessment criteria; expected time required for service placement, frequency/ type of planned reflection activities; and additional academic learning requirements and/or resources. (See Chapter 4, table 4.9, for a checklist for compiling a study guide for a module integrating service-learning.)
<ul style="list-style-type: none"> • Service placement description 	Required time commitment, available time schedule, training provided, orientation sessions, service goals or outcomes, service activities, and organisation contact information.
<ul style="list-style-type: none"> • Guide for community and service agencies 	Module-specific learning outcomes, HEI contact information, suggested service activities, needs assessment guide, lecture time schedule, opportunities to participate in lecture hall, academic background/ year etc. of students, research interests of academic staff member, resources required or to be provided, and required staff time commitment.
IMPLEMENTATION FORMS AND DOCUMENTS	SUGGESTED ELEMENTS TO CONSIDER/ INCLUDE:
Student contracts/ agreements	Clear statements of learning outcomes, service outcomes/ goals, organisation expectations, training requirements, time commitments, and HEI and community and service agency contact information.
Reflection journals	Models for structured reflection, statement starters, specific questions to consider, and opportunities to use multi-sensory reflection (e.g. drawing, photography, video and audio recordings).
ASSESSMENT AND EVALUATION FORMS AND DOCUMENTS	SUGGESTED ELEMENTS TO CONSIDER/ INCLUDE:
Student learning	Understanding of module content, demonstration of critical thinking skills, ability to connect experience to theoretical concepts, writing skills, and oral communication skills.
Personal development	Awareness of social issue(s), leadership skills development, commitment to community engagement, and motivation and sense of personal direction for the future including career choices.
Service to community and service agencies	Community and service agencies/ issue awareness, organisational goals, client wellness, and staff motivation/ recognition.
Service-learning partnership	Effective communication, role clarity, levels of trust, resource sharing, and willingness to participate in the future.

3.6.4 Consider the possible risks and liability issues immanent in the module

Refer to Chapter 6: *Risk Management and Agreements for Service-Learning*.

3.6.5 Plan and organise student orientation and training

Refer to Chapter 5: *Partnership Development for Service-Learning*. The following should be part of student orientation and training and we recommend that this be included in a guide to students:

- Introduce the concept of service-learning.
- Orientate students to general logistical considerations.
- Introduce broader issues relating to the module.
- Orientate students about expectation and responsibilities.

3.6.6 Maintain sustainable community and service agency partnerships

Refer to Chapter 5: *Partnership Development for Service-Learning*. The following should be considered in maintaining sustainable community and service agency partnerships:

- Maintain communication mechanisms in the partnership.
- Ensure that representatives of partners acquire skills and support to fulfil their commitment to the partnership outcomes.

3.7 CONCLUSION

Integrating service-learning in the institution's curriculum does not require homogenising higher education. The way that service-learning is integrated in a student's academic programme will vary greatly depending on the discipline in which the student is focusing. Nevertheless, regardless of discipline, we as academic staff members encourage the HEI to expand and enhance its educational mission to respond to society's emerging needs if we are to fulfil our role in educating the 'good citizen' of the 21st century (Bender 2005b; Bender 2006b).

Integrating service-learning in the curriculum at an HEI cannot be done casually or as a simple add-on to existing responsibilities of academic staff and administrators. It will require a significant investment of planning, time and finances to reshape and restructure existing and new modules and, ultimately, to test and revise these new forms of facilitation/ teaching. For an academic department to take seriously this new educational challenge, the investment of time to rethink parts of a curriculum, or even an entire curriculum, will be great – an endeavour that reasonably can be expected to extend over several years (Bender 2005b; Bender 2006b).

The focus of this chapter was on the curriculum design, implementation and monitoring of a module with service-learning within an academic learning programme. The integrated curriculum model provides a framework for academic staff and complies with the *Good Practice Guide* (HEQC/ JET, 2006).

The development of a curriculum is an ongoing process, as depicted in figure 3.1. In practice, the cycle can start anywhere, but in order to work systematically and progressively we propose the following order as phases: development and design, implementation, reflection and assessment, and evaluation. Each of the phases consists of activities that should be carried out to design, implement and evaluate an effective module with service-learning (Bender, 2005a; Bender, 2005b; Bender, 2006a). Chapter 3 included the first two phases; in Chapter 4, we present phase 3: Reflection and Assessment, and phase 4: Evaluation, with their stepwise activities.



SELF-STUDY ACTIVITY

Prepare a proposal for approval by the faculty programme committee, Faculty Board, and unit for quality assurance on the integration of service-learning in a module/ course that you are teaching at undergraduate or postgraduate level.

You should be able to:

- Prepare all the necessary documents for the submission of a module that integrates service-learning (in an academic learning programme): for example, the introduction of new modules, or name changes of existing modules; the changing of module descriptors; the introduction of new programmes/ qualifications or the changing of the designation of existing programmes/ qualifications; guidelines for ensuring the safety of students; and so on.
- Prepare a presentation for the faculty programme committee (and Faculty Board meeting) on how you have applied the integrated curriculum model for service-learning in a specific module/ course and how the module aligns with the wider academic learning programme.