

## Academic Civic Engagement Models Commonly Used at WVU

**Civic engagement** – Students participate in a set amount of community service to learn more about community needs, the value of community involvement and to look for course content applied in the real world. Student can use iServe to find service projects that interest them and track hours.

- Works well with:
  - This model often works well as a service introduction for GEF or entry level courses
- Common Outcomes
  - This model is likely to help students engage in the community, learn more about service opportunities and the value of getting involved
- Instructor Tips
  - If the instructor makes a point of connecting the service to the course material and encourages students to reflect and make those connections, the impact can deepen
    - Students report that the more obvious the connection between course content and service, the more meaningful the experience
  - Encouraging students to work in pairs or small groups may help with relationship building, leading to improved retention
- Amount of service
  - Required hours under this model commonly vary from 4-15, the more hours, the more room for deeper connection to the community, however a higher hour requirement also comes with more necessity for connecting classroom content to service
- Designation
  - Could be S designated and depending on level of classroom reflection, could be considered for SL distinction

**Individual or Group Service-Learning Projects** – The CSL will find and present service projects from community identified needs that give students the opportunity to work individually or in groups. Projects are designed to be specifically connected to course learning outcomes.

- Works well with:
  - This model works particularly well in 200 and 300 level courses where students are beginning to develop specific skills and knowledge areas they can practice
  - Any size course can use this model
- Common Outcomes
  - Since projects are created with learning outcomes in mind, this model allows students the opportunity to directly apply course content to the project, reflect in the classroom, receive feedback from the community and adjust accordingly. This allows for development of complex problem solving skills and more thorough understanding of course content.
  - This model often allows students to develop a product or event for the partner organization which is something students can provide as a concrete example of their experience in the future
- Instructor Tips
  - Classroom discussion and/or written assignments, directly connecting service experience to classroom content is crucial for maximum student benefit
  - Provide clear learning outcomes upfront to best ensure that service projects help students achieve these outcomes
- Amount of service
  - Required hours with this model commonly vary from 10-30, higher hours may balance well with higher level courses, but requiring at least 15 should allow for more meaningful experiences
- Designation
  - Could be S designated with an SL distinction

**Instructor Led Service-Learning with Targeted Partner(s)** – Entire class works together with a specific community partner(s), utilizing course content to meet the need identified by the community. Instructor selects partner(s) and helps to outline the project goals with the community partner.

- Works well with:
  - This model can work well in any level of course, it is often used in mid-sized classes but can be used in a large course as well
  - This is a great model for instructors who want to be more involved and can allow faculty the opportunity to lend their expertise to the community
  - This model also works well with service based research courses
- Common Outcomes
  - The instructor's enthusiasm and involvement proves to be energizing to students and the opportunity for students to work more closely with a faculty member is linked to retention
  - Since projects are created with learning outcomes in mind, this model allows students the opportunity to directly apply course content to the project, reflect in the classroom, receive feedback from the community and adjust accordingly. This allows for development of complex problem solving skills and more thorough understanding of course content.
- Instructor Tips
  - The CSL can help an instructor find a partner that is a good match or you may have an organization already in mind
  - Projects should be developed with equal emphasis on meeting the community's needs and meeting student learning goals
  - Classroom discussion and/or written assignments, directly connecting service experience to classroom content is crucial for maximum student benefit
- Amount of service
  - This model usually relies less on a required number of hours as students are often working closely with faculty and the service blends very closely with the course work
- Designation
  - Could be S designated with an SL distinction

**Action Project** – Students choose an issue or area of interest, assess the needs or gaps in service and implement a plan of action to address the problem.

- Works well with:
  - This model works well in upper level courses
  - This model allows the most freedom to students to control their entire project, but will not necessarily help them gain a community perspective
- Common Outcomes
  - This model is great for allowing students the learning experience of working through an entire problem solving cycle, from identification, assessment, solution building to implementation. The challenge is that this is a long and involved cycle to take place in 4 months, so solutions are often not as impactful or sustainable as projects that more closely partner with community organization.
  - This model may allow students to develop a product or event which is something students can provide as a concrete example of their experience in the future
- Instructor Tips
  - Frequent discussion about progress with either the faculty member or a service-learning TA can make a large impact on student's ability to continue their momentum through the project.
- Amount of service
  - This model usually relies less on a required number of hours as students are often working independently and do not have a community organization to serve
- Designation
  - Could be S designated and depending on level of community involvement, could be considered for SL distinction