Community-Based Learning Toolkit
Gettysburg College, 2021

CENTER FOR
public service

Table of Contents

Center for Public Service at Gettysburg College

Mission:

The Center for Public Service (CPS) engages students, community members, faculty and staff to facilitate partnerships, education, critical thinking and informed action. Through these alliances, we aim to foster social justice by promoting personal, institutional and community change.

Model for Community Engagement and Change:

With a central issue – like food justice, poverty, immigration or education - CPS connects students, faculty and community members for action.

Action takes on various forms and in six major focus areas:

> *education, direct action,*
> *community building, policy,*
> *dialogue and research.*

The work for social justice is integrative, complementary and presents a holistic approach to systemic change.

CPS Awards and Classifications:

2015 Community Engagement Classification from the Carnegie Foundation

2014 General Community Service Honor Roll with Distinction and the Education Community Service Honor Roll from the Corporation for National and Community Service

2013 Presidential Awardee of the President's Higher Education Community Service Honor Roll

CPS Support for Faculty:

The Center for Public Service can assist with the following:

Partnership Development: Connection to community partners; development of model of engagement appropriate for course

Resources: Guide Community Partnerships; best practices and material development; sample syllabi and projects

Ongoing Support: Student coordinators to assist with management of students from classes; presentations & workshops; trouble-shooting consultations; assessment guidance

Community-Based Learning

By providing the opportunity to apply course content in community settings, students, community members, and faculty work together to share knowledge, analyze problems, conduct research, and develop innovative approaches to affect positive change.

Definition of CBL:

Community-based learning (CBL) is a pedagogical model that connects classroom-based work with meaningful **community involvement and exchange**.

Within the context of **equitable partnership**, community organizations and students mutually benefit from the CBL experience both by **meeting course objectives** and **addressing community-identified goals.**

CBL is consistent with Gettysburg College's mission of preparing students to be active leaders and participants in a changing world.

Principles of CBL:

Faculty, students, and community groups collaborate toward mutually pursuing community-identified goals and academic course objectives.

Courses provide adequate reading, reflection, and evaluation through research and other coursework; faculty meet their course objectives by preparing students for community entry, providing meaningful outlets for critical reflection, and presenting methods of rigorous evaluation.

Academic credit is given for classroom and community learning, demonstrated in preparation, research, evaluation, and reflection. *Academic credit is not given for participation in community-based activities.*

Seven Elements of a CBL Course:

1. **Community Component needed for Social Change** - Students work towards community identified needs in order to create social change.

2. **Relates to Course** - The community experience relates to the subject matter of the course.

3. **Equal Partnership** - Community partners, students and educators are equally involved in needs assessment, planning and evaluating the service or research.

4. **Reflection** - Class activities provide methods for students to think deeply about what they learned through the experience and how it relates to course content and their own future.

5. **Use Discipline Knowledge** - Academic knowledge and skills inform the community work which in turn expands and deepens knowledge from course content.

6. **Assess Learning** - Methods to assess learning derived from the service/research focus on academic content, not on the service/research alone.

7. **Peer Learning** - Course structure offers means for students to learn from each other.

Benefits of CBL:

For students:
- Provides students with direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community.
- Allows students to apply what they are learning in real-world settings and reflect in a classroom setting.
- Promotes the complexity of understanding, problem analysis, critical thinking, and cognitive development.
- Enables the possibility for cognitive dissonance/disequilibrium to occur in a setting where students can receive support from faculty, peers, and course content
- Resonates with students from a variety of cultural backgrounds
- Encourages personal development such as sense of personal efficacy, personal identity, spiritual growth, communication skills and moral development
- Reducing stereotypes and facilitating cultural and racial understanding
- Increases relationships with faculty, peers and community members.

For community:
- Expansion of mission and reach without increasing costs
- Increased public support and visibility in the community as students are ambassadors
- Meet needs and priorities for individuals and communities, as students bring new energy, capacity, and creative ideas.
- Builds relationships and trust between residents and students
- Increases resources, reduction in barriers

Benefits of CBL, continued:

For faculty:
- Develop more powerful curricula by providing students with a "real world" context for academic theory and engaging students in discussions that invite new perspectives and relevant personal experiences.
- Identify new areas for research and publication, thus increasing opportunities for professional recognition and reward.
- Identify new areas for research and publication, thus increasing opportunities for professional recognition and reward.

Models of Engagement for CBL

Placement: Community agencies work with faculty members to utilize students on a weekly basis, finding opportunities that will benefit agency goals and meet class objectives. Examples include tutoring, mentoring, gardening, yoga, food distribution and sports.

Immersion: Community partners host students to immerse in course-specific content. These usually take place during a school break. Community partners educate students about their work and community issues while student support projects through service or product development.

Product: Community agencies work with faculty members to develop an idea for a tangible product. Examples include research, videos, photography or oral histories needed to propel organizational goals.

Event: Community agencies incorporate students into a community event that benefit the agency while meeting learning outcomes. Poverty simulations, photo exhibits, panel discussions, and advocacy training are examples of events where students and community members can share experiences.

Project: Community agencies collaborate with faculty to plan and implement a project. Examples include performing plays, creating and exhibiting artwork or creating a community garden.

CBL as Praxis and a Vehicle for Social Change

People tend to reflect in the only way they know, which often means applying stereotypes, repeating clichés, and describing their emotions. To achieve a complex understanding of the unfamiliar, it is necessary to break with these comfortable frameworks of interpretation. Community-based education is a high impact strategy that allows students wrestle with real-world dilemmas, moving between theory, action and reflection on action.

Our reflective practices should **integrate analytical and evaluative thought** and engage in a dialogue between **theories and the stories of personal experience** to build deeper understanding. In this type of reflective practice we reframe, recast, and reconstruct our past understandings as we move back and forth between what we know and what we do, between academic theory and our lives.

In Pedagogy of the Oppressed, Paolo Freire explains **praxis (action informed by theory)** as the vehicle through which we evaluate our own position in the world and through which we develop a critical consciousness to make real change in the world. In order to capitalize on the power of this interaction between experiences in the community and theories studied in the classroom, thoughtful reflection is essential. Reflection and praxis are necessary elements to transform community-based field experiences from simple volunteer activities into deeper learning. [1]

Key Elements to a Successful Community Partnership

- **Reciprocity**: Clear understanding of each other's goals, responsibilities and planned outcome to ensure that the collaboration is an equitable partnership in which community organizations and students mutually benefit from the CBL experience both by meeting course objectives and addressing community-identified goals.
- **Communication:** Continuous communication before, during and after the semester. The more time that is designated for communication.
- **Feedback:** Purposeful and planned feedback at least mid-way through the semester and at the end. This is about the overall experience, student performance, impact on organization and assessment of goals
- **Sustained involvement:** Stepping in and out of the community development process when beneficial to your course or scholarship can be harmful to community relations. It is advisable to become a member or volunteer in your field of interest and/or with that organization. Sustained involvement and commitment will allow you to create more meaningful experiences for students and stronger trust, understanding and relationships will form as a result.

---

[1] Based on information from http://cielearn.org/wp-content/themes/ciel/docs/Praxis_Social%20Justice%202-10.pdf (accessed 2015)

Creating a CBL Component

In order to create a CBL course, answers to these questions are essential. Key questions include:

- What is the motive behind integrating a community-based component in your course?
- What are the student goals for the course?
- What are the community-identified needs that the CBL component will address? Do they match course goals?
- With which community partner(s) will your partner? Do you have a clear outline of responsibilities, goals and logistics? What will students do? When will they do it? How much time is needed to complete the project/product/placement?

Important steps include:

1) CONTACT CPS: Contact CPS to discuss your course, including course construction, reflection, assessment, partnership, student assistant roles and the above questions.

2) COURSE APPROVAL:
   a. NEW COURSE: New CBL course proposals should be submitted to APPC.
   b. EXISTING COURSES: Existing CBL courses should be registered by submitting the online registration form at www.gettysburg.edu/cbl

3) CONTACT POTENTIAL COMMUNITY PARTNERS: CPS will help you identify potential community partners given the focus of your course and the nature of the community experience you would like your students to have. Meet with potential community partners and create a Memorandum of Understanding. *Sample meeting agendas and MOUs are in the appendices.*

4) FINALIZE COMMUNITY-BASED LEARNING EXPERIENCE: Assemble syllabus, community information for students etc. Organize orientation time and methods with CPS Program Coordinators or community partners

Course Designation
Criteria for designation:
A Gettysburg College course will be designated as a CBL course using the following criteria:

1. The success of a CBL course requires significant investment in and with the community. A "significant investment" requires at least 12 hours over the course of the semester, depending on the course. Depending on the nature of the community-based work and the course, some portion of this work is done on site. It will also entail completion of specific course assignments related to this work.

2. Student community-based work is designed through collaboration with those in the community organizations with which the work is to be done, so that it is responsive to community-defined needs.

3. Student community-based work is integral to the course objectives, which are informed by knowledge and skills tied to the disciplinary or interdisciplinary paradigms of the course.

4. Student assignments require reflective engagement on the intersection of community-based work and other course material.

Applying for course designation

Professors interested in transforming an existing course or developing a new course to include a CBL component are encouraged to make an initial meeting with the Executive Director, Director, or Faculty Director for Community-Based Learning and Research for the Center for Public Service. CPS staff can support faculty through consultation on pedagogies, evaluation and assessment, assignments and through community partner contacts.

The professor should register their course with the CBL Advisory Committee of APPC by submitting the online registration form at www.gettysburg.edu/cbl. This will help CPS and the Office of the Provost track, assess and ensure high quality community-based learning experiences.

Essential Components of a CBL Syllabus

Essential components to a CBL Syllabus include:
- A course description which includes description of community-based learning experiences, approach for the course, and student responsibilities.
- A statement of the learning objectives for students that are directly related to the community component.
- A statement of the specific needs that the activities meet and anticipated outcomes for students and community partners.
- Nature of projects/assignments related to the community experience including opportunities for reflection, both structured and unstructured, in the form of assignments, journal writing, discussions, and other mechanisms explicitly described.
- Readings/discussions/presentations/speakers related to the community experience
- Direct and deliberate connections between the academic content and the community experience.
- A statement of assessment criteria of community experience as an explicit component of determining course evaluation and grade.

Sample syllabi and additional resources are available at: http://compact.org/resource-type/syllabi/

Preparing Students for CBL Experiences

Effective CBL prepares students for all aspects of their experience, including understanding the roles of participants, skills and information required, safety precautions, and people with whom they will be working. Spending time preparing helps ensure the experience will reach community-identified goals.

Student preparation can include:
- Participation in a special training or orientation
- Reading relevant newspapers, magazines, textbooks, or novels
- Conduct research online, in the community, or in textbooks
- Mapping community assets
- Interview community members about their ideas and concerns for the community
- Listen to and engage with a guest speaker or attend a relevant program
- Connect with CPS Program Coordinators for expectations and logistics

Approaches to Reflection

4 Cs of Reflection

Continuous: Reflection is ongoing, occurring before, during, and after students' service experiences.

Connected: Reflection provides opportunities to integrate learning from service with academic content or personal development, including ways in which service experiences illustrate concepts, theories and societal trends.

Challenging: Reflection supports and challenges students to engage issues by thinking critically, pushing them to pose stimulating questions and to develop alternative explanations for their initial perceptions and observations of their experiences.

Conceptualized: Reflection relies for analysis on the context of the issues being discussed and the service setting. It occurs in various forms (formal and informal, journaling, artistic expression, video) and settings (in the classroom, at the community site, one-on-one with another student or community member, in small and large groups.) [2]

Kolb's Experiential Learning Cycle: What? So What? Now What?
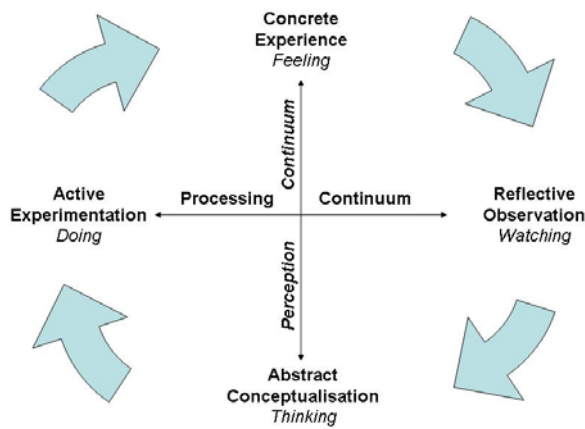
David Kolb, Professor of Organizational Behavior at Case Western Reserve University, is credited with launching the learning styles movement in the early seventies and is perhaps one of the most influential learning models developed.

"Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it." - Kolb (1984)

Concrete experience (feeling): Learning from specific experiences and relating to people. Sensitive to other's feelings.

Reflective observation (watching): Observing before making a judgment by viewing the environment from different perspectives. Looks for the meaning of things.

Abstract conceptualization (thinking): Logical analysis of ideas and acting on intellectual understanding of a situation.

Active experimentation (doing): Ability to get things done by influencing people and events through action. Includes risk-taking. [3]

---

[2] *Eyler, Giles and Schmiede (1996), A Practioner's Guide to Reflection in Service Learning. Vanderbilt University.*

[3] (http://www.nwlink.com/~donclark/hrd/styles/kolb.html, accessed 2015)

Kolb's Experiential Learning Cycle is often described through the following three areas of questioning – **What? So What? Now What?** [4]

What?
What happened?
What did you do?
What did you expect and what was different?
What did you observe during my first visit?
What part was most challenging? What part did you find surprising?
Describe the people you worked with at the community site.
What roles did you play at the site?
What did you share about yourself with others?
What did others share with you?

So What?
Why does that matter? To you? To the partner? To society as a whole? In the context of the class?
What are you learning about others and yourself?
How were you different/similar than other people?
What did you do that was effective?
Why was it effective?
What did you do that seemed to be ineffective?
How could I have done it differently?
What are the relationship between your community service and other life experiences?
What values, opinions, decisions have been made or changed through this experience?
What has surprised you about the community site, the people you work with, and yourself?
How has your experience contributed to your growth in understanding the complexities of the material in this course, in your political consciousness, professional development, spiritual fulfillment, social understanding, intellectual pursuit, or global citizenship?
What have you learned about a particular community or societal issue?
Describe and discuss a social problem that you have come into contact with during your experience.
What do you think are the root causes of this problem?

Now what?
What will you do differently?
What have you learned?
How will you continue to work towards social change?
What actions make sense? Is it important to you to stay involved in the community?
How will your efforts working with this community partner contribute to social change?
What changes would I make in this experience if it were repeated?
How do we take what you have learned and convert it into action?
How can society be more compassionate/informed/involved regarding this community?
How can society better deal with a problem?
What social and economic policy changes would alleviate the problem/s you are encountering or addressing?

---

[4] Sample questions are adapted from "Facilitating Reflection: A Manual for Higher Education" by Julie Reed & Christopher Koliba.

Rigorous Academic Reflection Activities: Journaling, Reading and Writing

These activities are taken from "Reflection Activities: Tried and True Teaching Methods to Enhance Students' Service-Learning Experience," a packet compiled by Professor Diane Sloan, Miami Dade College, and based on the work of Julie Hatcher and Robert Bringle's "Reflection Activities for the College Classroom" (Indiana University – Purdue University Indianapolis)

Personal Journal: Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. *Note*: Oftentimes journal writing can become a log of events rather than a reflection activity in which students consider the service experience in the context of learning objectives. Guidance is needed to help student's link personal learning with course content. (Hatcher 1996)

Dialogue Journal: Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the instructor to read and comment on. While labor intensive for the instructor, this can provide continual feedback to students and prompt new questions for students to consider during the semester. (Goldsmith 1995)

Highlighted Journal: Before students submit the reflection journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the instructors to identify students' learning and, more importantly, necessitates that students reflect on their experience in light of course content. (Gary Hesser, Augsburg College)

Key Phrase Journal: In this type of journal, students are asked to integrate terms and key phrases within their journal entries. The Instructor can provide a list of terms at the beginning of the semester or for a certain portion of the text. Students could also create their own list of key phrases to include. Journal entries are written within the framework of the course content and become an observation of how the course content is evident in the service experience. (Hatcher 1996)

Double-entry Journal: When using a double–entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about the key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and the course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross 1993)

Three–Part Journal: Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the community experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle 1996)

Reflection Essays: Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two or three essays during the term. Reflective essays can focus on personal development, academic connections to the

course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students. (Chris Koliba, Georgetown University)

Directed Writings: Directed writings ask students to consider the service experience within the framework of course content. The Instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, and concepts) and structures a question for students to answer. For example, "William Gray has identified five stages of a mentor - protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage on Gray's continuum?" A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content. (Diane Sloan, Miami Dade College)

Experiential Research Paper: An experiential research paper, based on Kolb's experiential learning cycle, is a formal paper that asks students to identify a particular experience at the community site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in interdisciplinary courses and provides students with flexibility within their disciplinary interests and expertise to pursue issues experienced at the service site. Class presentations of the experiential research paper can culminate semester work. (Julie Hatcher, IUPUI).

Directed Readings: Directed readings are a way to prompt students to consider their community experience within a broader context. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing. (Diane Sloan, Miami Dade College)

Ethical Case Studies: Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they have confronted at the service site, including a description of context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. (David Lisman, Colorado College)

Student Portfolios: This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate "proof" which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. "The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates." Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they meet the learning objectives of the course is suggested for the portfolio. (Diane Sloan, Miami Dade College)

Class Presentations: A way for students to share their service-learning experience with peers is to make a class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in a public format. A similar presentation can be offered to the community agency as a final recognition of the students' involvement. (Diane Sloan, Miami Dade College)

Assessment of Student Reflection

The first step in assessing reflection is to determine what types of learning you are looking for. What did you want to know by having students reflect? Why are you having them reflect?

Examples: Are you looking for them to understand the complexities of learning styles in elementary students? Are you looking for them to think about the relationship between poverty and student achievement? Are you looking for them to make learn about aspects of immigrant life?

The rubric you choose should relate directly to the outcomes you seek from the reflection. Here are two sample rubrics that assess students' ability to make critical connections between course content and community experience, as well as an example of a hand out to introduce reflection to students.

Sample Rubric 1: Assessment of student's ability to make critical connections between course content and community experience. Based on 15 points.

Category	3	2	1	0
Clarity	The language is clear and expressive and clear to an uninformed reader. Grammar, spelling, mechanics, and punctuation are excellent. Sources are cited. The content is relevant and meaningful to experience and course goals.	Minor, infrequent lapses in clarity and accuracy. The content is relevant to experience.	There are frequent lapses in clarity and accuracy. Relevance to experience or course content is minimal.	Relevance to experience or course content does not exist.
Analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.	Reflection does not move beyond description of the learning experience(s).
Interconnections	The reflection demonstrates connections between the experience and material from course, past experience, and/or personal goals.	Some connections are demonstrated.	There is little attempt to demonstrate connections.	No attempt to demonstrate connections.
Self-criticism	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	No attempt at self-criticism.
Critical Thinking	Explicitly states how new connections regarding complexity of societal issues have emerged.	Delves into core issues but with limited connections regarding complexity of societal issues.	Attempts to address social issues but does not demonstrate a complex understanding.	Fails to identify issues or complexity of them.

Sample Rubric 2: Assessment of student's ability to make critical connections between course content and community experience. Based on 15 points. [5]

Categories	Exemplary	Intermediate	Beginning
Self-disclosure	Seeks to understand concepts by examining *openly* your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an *open, non-defensive ability to self-appraise*, discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.	Seeks to understand concepts by examining *somewhat cautiously* your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.	*Little self-disclosure, minimal risk* in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.
Connection to outside experiences	*In-depth synthesis* of thoughtfully selected aspects of experiences related to the topic. Makes *clear* connections between what is learned from outside experiences and the topic.	Goes into *some detail* explaining some specific ideas or issues from outside experiences related to the topic. Makes *general* connections between what is learned from outside experiences and the topic.	Identify some *general ideas* or issues from outside experiences related to the topic
Connection to readings (assigned and ones you have sought on your own)	*In-depth synthesis* of thoughtfully selected aspects of readings related to the topic. Makes *clear* connections between what is learned from readings and the topic. Demonstrate further analysis and insight resulting from what you have learned from reading, Includes reference to at least two readings other than those assigned for class.	Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic. Includes reference to at least one reading other than those assigned for class.	Identify some general ideas or issues from readings related to the topic. Readings are only those assigned for the topic.
Connection to class discussions & course objectives	Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.	Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.	Restate some general ideas or issues from the class discussion as they relate to this topic.
Spelling & grammar errors	No spelling or grammar errors.	Few spelling and grammar errors.	Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.

Ongoing Reflection Process: Sample handout to guide students' reflective process and facilitate the faculty conversation with the student in a coaching approach. Developed by Dr. Jonelle Poole and Dr. Divonna Stebick.

Reflection Within and Beyond CBLR
Student

When embarking on transformative learning, it is essential to critically reflect. Once these reflective practices are internalized, authentic relationships develop to strengthen partnerships between students, faculty, and community partners. In order to engage in critical reflection, participants must question their assumptions and values while paying attention to the impacts and implications their actions have on their work and learning. Journaling is the first step, followed by rereading and rethinking; so that entries can be shared in a safe, collaborative group. This final step of sharing actually launches reflective practitioners to begin the transformative journey toward social change.

When reflecting during this course and community experience, you may want to refer to this guide so that your journey is scaffolded as much as possible as you journal each step, thought, action, consideration, question; your *wonderings*.

Deep Self Reflection	Moderate Self Reflection	Shallow Self Reflection
• Detailed with specific examples provided and many points covered • Self-revelations developed • Shares personal reactions • Student is motivated • Considers content, context, and process • Takes thinking risks • Sincere & honest • Considers ethics • Gives comparisons of personal thinking over time with examples • Includes theoretical and/or research-based anchors • Examines both strengths & weaknesses • Analyzes in depth looking at various perspectives • Provides good reasons & explanations • Reveals thoughts • Develops personal voice and ownership of ideas • Examines skill improvements • Sets goals & looks ahead • Organized, coherent writing	• Identifies ideas but does not provide a full discussion • Begins to take ownership • Describes performance but omits rationale • Focuses on only a few ideas • Considers content, context or process, but not all three • Is sometimes inaccurate with theoretical applications • Doesn't seem completely honest and/or acks sincerity • There are descriptions of some key events affecting thinking, but no comparisons over time • Reader must infer about what is meant	• Vague • Simple restatements • Descriptions only • Focuses mainly on surface features (e.g. I like it / I don't like it) • Obvious content reported with no new insights • Limited to no examples • One dimensional • Superficial • Low to no awareness of need to set goals or make progress • Inaccurate • No personal ownership of ideas • Disorganized-difficult to follow meaning and hard to read

Assessment for CBL Courses

All CBL courses at Gettysburg College are assessed at the end of each semester. The version below was adopted as an online course evaluation in Fall 2023.

Community-Based Learning Course Survey

Did you work with a community partner off-campus for this course? (Yes/No)

The following questions are rated Not at all / Minimally / Moderately / Extensively

My participation in this CBL experience was positive and engaging

My participation in this CBL experience introduced me to local/community issues

My participation in this CBL experience deepened my understanding of others

My participation in this CBL experience helped me empathize with those from racial, economic, or religious backgrounds different from my own

My participation in this CBL experience enhanced my integration into this community

My participation in this CBL experience deepened my understanding of myself

My participation in this CBL experience made me more aware of my own biases and prejudices

My participation in this CBL experience enhanced my learning in this course

My participation in this CBL experience increased my interest in Gettysburg College

My participation in this CBL experience benefited the community

What was the level of integration of your community-based experiences with classroom activities and assignments?

Open ended questions

What were the most important things you learned by participating in the community-based learning project?

What were the biggest challenges?

How did the community-based learning project relate to your course content?

The Scholarship of Engagement

The 1990 publication "Scholarship Reconsidered", Ernest Boyer introduced an academic model advocating expansion of the traditional definition of scholarship and research into four types of scholarship. The Carnegie Foundation for the Advancement of Teaching created four different categories including the **scholarship of engagement** that goes beyond the service duties of a faculty member to those within or outside the college and involves the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers. The principles, processes, outcomes and products of Community-Based Learning scholarship may look very different than scholarship based in a classroom, laboratory or library, but they are informed and guided by the same standards of rigor - in other words, clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique.

Journals and Publications for Engaged Scholarship

Journal of Community Engagement and Scholarship jces.ua.edu/
A peer-reviewed international journal through which faculty, staff, students, and community partners disseminate scholarly works. JCES integrates teaching, research, and community engagement in all disciplines, addressing critical problems identified through a community-participatory process.

Partnerships: A Journal of Service Learning and Civic Engagement libjournal.uncg.edu/prt
The articles in this peer-reviewed journal focus on how theories and practices can inform and improve such partnerships, connections, and collaborations. Studies co-authored by faculty, students, and/or community partners; or examining practices across disciplines or campuses; or exploring international networks, are all encouraged.

Journal of Higher Education Outreach and Engagement openjournals.libs.uga.edu/index.php/jheoe
This journal serve as the premier peer-reviewed, interdisciplinary journal to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities.

Michigan Journal of Community Service Learning https://quod.lib.umich.edu/m/mjcsl/
A national, peer-reviewed journal for college and university faculty and administrators, with an editorial board of faculty from many academic disciplines and professional fields at the University of Michigan and other U.S. higher education institutions.

Community Works Journal www.communityworksinstitute.org/cwjonline/
The Journal features essays and reflections along with curriculum overviews that highlight the importance of place, service, and sustainability to a relevant and meaningful education.

Gateways: International Journal of Community Research and Engagement
http://epress.lib.uts.edu.au/journals/index.php/ijcre/index
A *refereed journal concerned with the practice and processes of university-community engagement. It provides a forum for academics, practitioners and community representatives to explore issues and reflect on practices relating to the full range of engaged activity. The journal publishes evaluative case studies of community engagement initiatives; analyses of the policy environment; and theoretical reflections that contribute to the scholarship of engagement.*

Journals and Publications for Engaged Scholarship, continued

Public: A Journal of Imagining America https://public.imaginingamerica.org/welcome/
A peer-reviewed, multimedia e-journal focused on humanities, arts, and design in public life. It aspires to connect what we can imagine with what we can do. Interested in projects, pedagogies, resources, and ideas that reflect rich engagements among diverse participants, organizations, disciplines, and sectors. Encourages community-engaged learning, research, and practice across boundaries through vivid description and analysis, documentation, evaluation, inquiry, and critique.

International Journal of Research on Service-Learning and Community Engagement
https://ijrslce.scholasticahq.com
A peer-reviewed online journal dedicated to disseminating high-quality research focused on service-learning, campus-community engagement, and the promotion of active and effective citizenship through education. International in scope, with an interest in service-learning and community engagement both in the United States and around the world. Aims to be comprehensive in its approach, with an interest in articles on service-learning and community engagement in a variety of settings, including K-12 education, higher education (undergraduate and graduate), and community-based programs.

Appendix A

<center>Sample Faculty/Community Partner Meeting Agenda</center>

1. Community Program Information
   a. Program Name
   b. Mission, Goals, Clients, and Project Descriptions
   c. Program Contact Information (including name, title, address, phone number, fax number, email address, etc.)
   d. Current Needs/Wish List
   e. Proposed Responsibilities of the Service-Learners
   f. Orientation and Training Required
   g. Location and Schedule
   h. Program Calendar
   i. Transportation Needs
   j. Language Requirements

2. Course Information
   a. Course Title and Number
   b. Course Objectives and Service-Learning Goals
   c. Draft of Syllabus, including:
      i. Course meetings times
      ii. Assignments and deadlines
      iii. Course calendar
   d. Faculty Contact Information (including name, address, phone number, fax number, email address, etc.)
   e. Student Orientation, in-class, prior to first experience at agency
   f. Proposed Responsibilities of the Partner Agency
   g. Misc. Logistics

3. Partnership
   a. Purpose of the Partnership – How will the students in the course, the community agencies and clients and faculty member benefit from this relationship? In other words, how will reciprocity be ensured? What are the goals of the partnership? Are there new projects/programs that are made possible by this partnership?
   b. Partner Role in the Course – What will their involvement be (e.g., introducing the service-learning project, orientation and training, participation in reflection, etc.)?
   c. Monitoring – How will students be monitored?
   d. Public Dissemination – What will the "final product" of the course be? Will the work be presented to the public or made an opportunity for the community to enter into a public dialogue? For example: Do oral histories that students collect return to the community in some public form?
   e. Communication – How often will the faculty member and community partner communicate? What is the best way for that communication to happen?
   f. Evaluation Requirements – for both the agency and the course. What forms will be used? What process will be used? What are the deadlines?

<center>21</center>

Appendix B

Community-Based Learning Community - Faculty Partner
Memorandum of Understanding

Contact Information: Include your info and taskforce leader info.

Overview and deliverables: An overview of the course goals, anticipated deliverables of this project, number of students connected etc.

Responsibilities/expectations of faculty and students: Explain course expectations and plans related to this project. Include information on project outcome, format and frequency of student communication, how you'll address students who fail to follow through etc.

Responsibilities/expectations of community partner: Include community partner's role in training and supervision, communication and other needs, presence at a presentation (if applicable).

Timeline of the project

Budget (if applicable)

Signatures of all involved

Center for Public Service

www.gettysburg.edu/cps

717-337-6490 | cps@gettysburg.edu