

Examples of Outcomes of Service Learning

Eyler and Giles found that students who engaged in well-integrated service-learning experiences self-reported *an increase* in the following areas:

Tolerance

- Growth in the appreciation of other cultures
- Reduction in stereotyping
- Sense that the people they work with are “like me”
- Positive view of the people they work with

[Ex. SLO: Students will, through a reflection paper, describe any change in tolerance they experienced or witnessed via the service-learning component in this class.]

Personal Development and Interpersonal Development

- Self-knowledge
- Spiritual growth
- Sense of reward in helping others
- Sense of personal efficacy
- Desire to include service to others in one’s career plans
- Ability to work well with others
- Leadership skills
- Communication skills

[Ex. SLO: Students will, through weekly journal assignments, demonstrate inter/personal development achieved via the service-learning component in this class.]

Understanding and Applying Knowledge

- Depth in understanding/learning of subject matter
- Understanding of the complexity of social issues within course context
- Ability to apply material learned in class to real problems

[Ex. SLO: Students will identify, discuss and apply material learned in the course, to new/relevant situations in the community, via the service-learning experience.]

[Ex. of Course specific SLO: Students will identify, discuss and demonstrate their understanding of environmental issues by working with their community partners on a project dealing with food or water.]

Engagement, Curiosity, and Reflective Practice

- Motivation to learn/know more
- Desire to engage/do more
- Ability to generate more thoughtful/informed questions and opinions

[Ex. SLO: Students will, through reflective practice, describe the complexities of social issues and actively attempt to apply the knowledge to community situations.]

[Ex. of Course specific SLO: Students will through reflective practice analyze the intersection of elder care and larger social issues such as agism, ablism, etc.]

Critical Thinking

- Ability to connect learning to personal experience
- Ability to identify social issues
- Ability to see consequences of actions
- Openness to new ideas

[Ex. SLO: Students will demonstrate an ability to analyze (controversial) issues, evaluate competing claims, and justify their positions.]

[Ex. of Course specific SLO: Students will demonstrate their understanding of health care issues as they pertain to older adults by analyzing the health care proposals of the various political parties, evaluate competing claims of the various parties in a presentation at the Whitney Senior Center.]

