The Wider Values of Service-Learning

Research on Service-Learning shows its effects on students, faculty, educational institutions, and communities (Introduction to Service-Learning Toolkit, 2nd ed., 15-19).

It shows its impact on the development of **skills**.

And **values**.

Research guides us on program characteristics that increase the likelihood of positive outcomes.

I. **EFFECTS**

ON STUDENTS

*Personal outcomes*: Personal efficacy and identity, "spiritual growth", and moral development.

*Social outcomes*: Reduces stereotypes, promotes cultural and racial understanding.

Contributes to a sense of **social responsibility** and to **citizenship skills**

Has a positive effect on **commitment to service**.

*Learning outcomes*: Has a positive effect on **academic learning** (but not as measured by grades), and on the students' ability to **apply knowledge** to the "real" world

Encourages systemic analysis of social issues
ON FACULTY

Faculty reports satisfaction with the quality of student learning.

Lack of resources and lack of faculty reward are the greatest barriers to offering service-learning.

ON INSTITUTIONS

A growing commitment to service-learning curriculum

A positive effect on retention and graduation rates

Enhanced community relations

ON COMMUNITIES

Provides useful service, enhances relations with universities, satisfied with student participation

II. SKILL ACQUISITION

Structured reflection enhances critical thinking

Promotes complexity of understanding and problem analysis

III. VALUES

Tolerance

Appreciation of other cultures and groups

Acceptance of diversity

A disposition to serve others