

# COMMUNITY BASED SERVICE-LEARNING: WHAT, WHY, HOW

Students will be expected to demonstrate the achievement of the course outcomes through a series of module assignments as well as a final project. The course will be assessed in both formative and summative ways.

The course comprises 8 module assignments (1 assignment per module) plus the final assignment (module 9). These module assignments will be assessed formatively as they form stepping stones to preparing the final project, in which students are expected to design and detail all aspects of a community based Service-Learning course. Formative assessment will also take place during contact sessions and in online forum spaces, where there will be ongoing dialogue and engagement between/among students and facilitators relating to the course content and assessment tasks.

At the end of the course students will draw on their module assignments in preparing the final project for summative assessment. The lecturers/facilitators will examine the final project, and in some cases may be subject to the assessment of an external examiner. A grid (Table 1. below) for the assessment of the final project in line with the outcomes of the course will be shared with students for reference in preparing the final project as well as reflection throughout the course on their progress in module assignments. The grid below follows an adapted criterion-referenced assessment approach in which the course outcomes to be met are aligned with criteria, as well as giving an overall criterion for criticality to be demonstrated in relation to each outcome. The criteria show examples of evidence which could be included by students to demonstrate that the outcomes have been met at a corresponding grade level.

## ASSESSMENT IN THIS COURSE



Table 1. Assessment Criteria for the Final Project:

	Distinction: 75-100%	Highly commended: 70-74%	Commended 60-69%	Pass 50-59%	Fail 0-49%
<b>Overall criticality criterion to be met for each outcome</b>	<p>High level of abstract thinking to apply or generalize learnings;</p> <p>Draws original conclusions;</p> <p>Generalizes, extracts broad principles and forms a personal theory/approach/philosophy;</p> <p>Takes a position on critical issues;</p> <p>Extracts a high level of personal significance and relevance from concepts;</p> <p>Clear plans for further learning and the application of learning.</p>	<p>High level of integration between theories and own understanding;</p> <p>Draws coherent/interesting conclusions;</p> <p>Seeks deep understanding of theories and approaches;</p> <p>Explores and analyses critical issues;</p> <p>Extracts personal significance and relevance from concepts;</p> <p>Clear plans for the application of learning.</p>	<p>Some integration between theories and own understanding;</p> <p>Draws coherent conclusions;</p> <p>Seeks to understanding theories and approaches by posing questions, and looking for answers/alternatives;</p> <p>Demonstrates self-assessment.</p> <p>Some planning for the application of learning.</p>	<p>Little integration between theories and own understanding;</p> <p>A few conclusions arrived at, but may not cohere clearly;</p> <p>Superficial attempt at understanding theories and approaches.</p> <p>Unclear plans for the application of learning.</p>	<p>Misunderstanding of theories and no integration between theories and own understanding;</p> <p>No conclusions arrived at;</p> <p>No self-assessment;</p>
<b>Outcomes:</b>					
Demonstrate a critical understanding of the scope of community based service-learning.	Student shows comprehensive knowledge of CBSL; critically linking key concepts and relating all that to her/his discipline	Reasonable knowledge of CBSL and relation to their discipline	Student demonstrates factual / conceptual knowledge of CBSL	Limited knowledge of CBSL & concepts relevant to developing such a component	Lacks evidence of knowledge relevant to CBSL/ or misuses terminology and theory
Demonstrate critical engagement with the theoretical underpinnings of community based service-learning.	Consistently demonstrates critical analysis of the theories discussed in the course; theories are well integrated into the student's assignments	Demonstrates critical analysis of the theoretical underpinning of CBSL	Some critical analysis of theoretical underpinning of CBSL with reasonable integration in the student's assignments	Some evidence of critical thought regarding the theoretical underpinning of CBSL	No evidence of critical analysis
Demonstrate critical engagement with the process of designing a community based service-learning curriculum for their discipline;	Many creative ideas of how to design a CBSL curriculum	Uses imagination to go beyond standard requirements; uses original examples	Some evidence of imaginative thought in developing the CBSL curriculum	Shows little understanding of the process of developing a CBSL curriculum	No evidence of understanding how to design a CBSL a curriculum for the her/his discipline
Demonstrate critical engagement with the	Student developed a ready to be signed memorandum of	Student developed a sound memorandum of agreement	Student developed a memorandum of	Memorandum of understanding	Student was not able to develop a sound

process of drafting a memorandum of understanding for a partnership with a community based organization for a service component in an academic course;	understanding, with all the critical points being covered as well as being prepared for negotiating these	that requires minor adjustments	agreement that needs adjustment	presented, but with critical issues that need to be addressed and major revision is needed	memorandum of understanding
Demonstrate engagement with techniques for student preparation and support in community based service-learning	Clear techniques for student preparation and supported developed; limitations of each technique addressed	Sound technique for student preparation and support presented	Some technique for student preparation and support; major revisions needed	Limited technique for student preparation and support	No evidence of student technique preparation or support to be provided
Demonstrate critical engagement with the process of designing an assessment strategy that aligns with a community based service-learning course curriculum;	Student has developed an assessment strategy that is logically constructed; clear; fair; students know what is expected of them; there is a clear link between the outcome of the course and the assessment; there is feedback build into the course	Student has developed an assessment strategy that is mostly clear, students know what is expected of them; feedback is built into the course	Student has developed an assessment strategy that is somewhat fair, the link between the outcomes and assessment is not entirely clear	Student has developed an assessment strategy that lacks logical structure; limited link between the expected outcomes and the assessment	Student failed to develop an assessment strategy that corresponds to what is taught
Demonstrate critical engagement with the process of drafting an evaluation strategy that aligns with a community based service-learning course curriculum;	Student developed an evaluation draft that covers both students, communities, looking at partnerships, the service provided and the learning	Minor mistakes in the evaluation draft; both students and communities are part of the evaluation draft	Some errors in the evaluation draft; major revisions need	Frequent errors in the evaluation draft	No concise evaluation developed
Demonstrate reflexive engagement with ethical considerations related to community based-service-learning	Has clearly shown reflexive practice throughout the course and how a reflective practice will be implemented in her/his CBSL course; has extensively thought about and addressed the ethical considerations related to her/his course	Reflexive engagement with the ethical considerations demonstrated in most part of the CBSL	Evidence of some reflexive practice	Limited reflexive practice shown through the course and in the CBSL designed	No signs of reflexive practice shown throughout the course or assignments; ethical considerations appear marginally