

Service-Learning Benefits

Students benefit through...

- Hands-on use of skills and knowledge that increases the relevance of academic skills and deepens the understanding of core academic concepts and theories
- Opportunities that accommodate different learning styles
- Interaction with people of diverse cultures and lifestyles
- Increased sense of self-efficacy
- Enhanced analytical skills and social development
- Valuable and competitive career guidance and experience
- Opportunities for meaningful involvement with the local community
- Increased sense of civic responsibility

Faculty benefit through...

- Inspiration and invigoration of teaching methods
- Increased student contact through greater emphasis on student-centered teaching
- A new perspective on learning and an increased understanding of how learning occurs
- Connecting the community with curriculum and becoming more aware of current societal issues as they relate to academic areas of interest
- Opportunities to tap into expertise of community agencies as co-teachers
- Identifying areas for research and publication related to current trends and issues

The Community benefits through...

- Access to university resources
- Positive relationship opportunities with the university
- Opportunities for contributing to the educational process
- Affordable access to professional development
- Short and long term solutions to pressing community needs
- Development of a pool of potential employees

The University benefits through...

- Enhanced teaching, research and outreach activities
- Faculty and student engagement in local and state community issues
- Opportunities to extend university knowledge and resources
- Positive community relationships
- Increased development and preparation of university graduates
- Access to wisdom and experience of community agencies as co-teachers

Further Reading

Eyler, Janet, Dwight Giles, Christine M. Stenson and Charlene J. Gray (2001). *At A Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions, and Communities, 1993-2000*, Third Edition. Nashville: Vanderbilt University.

Fleischauer, J.P. & Fleischauer, J.F. (1994). College credit for community service: A "win-win" situation. *Journal of Experiential Education*, 17 (3), 41-44.

Kendall, J. C. and Associates (1990). Combining service and learning: A resource book for community and public service, volume 1. Raleigh, NC: National Society for Experiential Education.

Hollander, Elizabeth, John Saltmarsh, and Edward Zlotkowski (2002). "Indicators of Engagement," in Simon, L.A., Kenny, M., Brabeck, K., & Lerner, R.M., eds. Learning to Serve: Promoting Civil Society Through Service-Learning. Norwell, MA: Kluwer Academic Publishers.