



# ARTICULATING THE CSU-CEL TAXONOMY WITH TYPES OF SERVICE LEARNING

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<b>Lori Britt, Why We Use Service-Learning.<sup>1</sup></b>	<b>Service-Learning Type A: Skill-set Practice and Reflexivity <i>Identity Development: Learner</i></b>	<b>Service-Learning Type B: Civic Values / Critical Citizenship <i>Identity Development: Citizen</i></b>	<b>Service-Learning Type C: Social Justice Activism <i>Identity Development: Activist</i></b>
<b>Rationale</b>	Developing competence and self-efficacy. Breathes life into disciplinary-specific academic material by emphasizing doing as a way to enhance learning. Reflection about experience aids in critical thinking about subject matter.	Exploring what it means to exist in relation to others in community. Raising awareness of and critical thinking about social and ecological concerns and values, and students' moral choices/responsibilities as members of society.	Working with others to identify injustices and advocate solutions. Helping students act to address human needs related to societal inequities and power imbalances. Developing critical consciousness of the complexity of social issues.
<b>Outcome</b>	Understanding of reflexive relationship between theory, skills, and practices. Ability to internalize knowledge by connecting theory and skills and to apply knowledge in practical situations.	Holistic understanding of self as a person and citizen in the context of the wider community. Ability to reflect critically and ethically on relationship of self to society and the environment and to analyze and evaluate own values and beliefs.	Understanding of continued efforts to right social injustice. Enhanced ability to advocate for and contribute to social change. Where possible, effect actual social change.
<b>Role of Service</b>	"Petri dish" to concretize abstract theories and encourage critical thinking and problem solving.	A touchstone for considering and shaping one's values, and integrating one's understanding of self, ethics, and society.	Opportunity to engage in efforts to understand and correct social, economic and environmental injustices and inequities.
<b>Development of student</b>	As a <i>learner</i> , by encouraging individual content competence.	As a <i>citizen</i> , by providing experience of being an individual in relation to collective community.	As an <i>activist</i> , through encouraging critical consciousness of social injustice.

<sup>1</sup> Lori L. Britt (2012) Why We Use Service-Learning: A Report Outlining a Typology of Three Approaches to This Form of Communication Pedagogy, *Communication Education*, 61:1, 80-88, DOI: 10.1080/03634523.2011.632017

<b>Essential Elements of Service-Learning <sup>2</sup></b>	<b>Service-Learning Type A: Skill-set Practice and Reflexivity</b>	<b>Service-Learning Type B: Civic Values / Critical Citizenship</b>	<b>Service-Learning Type C: Social Justice Activism</b>
<p><b>1. Reciprocal Partnerships</b>  Reciprocal partnerships and processes shape the community activities and course design to enhance student understanding of the importance of community learning.  <i>&gt; Implementation spectrum: Instructor and community partner may: communicate directly or through campus SL / CE office; meet virtually or in person; or collaborate as co-educators.</i></p>	<p>Reciprocal partnership shapes student preparation, course design, activities, and learning outcomes to facilitate student skill acquisition and practice. The value and purpose of the partnership is communicated in connecting community needs to skill-set practice and the development of skill competence and confidence.</p>	<p>Reciprocal partnership shapes student preparation, course design, activities and learning outcomes to facilitate student’s critical exploration of social and environmental issues, civic responsibility, and citizenship. The purpose of the partnership as an opportunity for civic engagement is foregrounded in course design.</p>	<p>Reciprocal partnerships with marginalized or disempowered communities shape student preparation, course design, activities, and learning outcomes to foreground the value of direct engagement with communities as necessary to meaningful social change, and empower students as informed advocates and change agents. Partners guide, authorize and endorse project activities, methods and messaging.</p>
<p><b>2. Student Community Involvement Benefits the Common Good</b>  Student community involvement has a specific benefit to the material, cultural or institutional interests that members of society have in common.  <i>&gt; Implementation spectrum: Specific benefit to the common good is intentional and planned, but may be: implicit in the course design; explicitly stated and identified in course design; or co-identified, communicated throughout course materials, integrated into activities as a measurable outcome, and assessed.</i></p>	<p>Student community involvement responds to community needs and benefits the community through developing, using, and improving skills that align with community needs. Harmonization of skills-practice and community needs may include, for example, educational, training, health-care and social services skills, infrastructure, research, media, and communication skills, etc.</p>	<p>Student community involvement integrates practical benefit to the community with civic education. Student activity in the community is purposeful and directed to deepening critical understanding of social issues and of the mutual connection and interactions between individuals, the community, society and the environment.</p>	<p>Student community involvement prompts action to resolve social inequities and injustices. Students develop capacity to understand and advocate strategies addressing community needs and correcting social disparities. Community gains informed and effective social change advocates.</p>

<sup>2</sup> CSU-CEL Taxonomy: Classifying a Student-Centered Approach to Community-Engaged Learning Courses. <https://www.cpp.edu/cce/img/faculty/csu-cel-taxonomy-and-definitions.pdf>

Essential Elements of Service-Learning (cont.)	Service-Learning Type A: Skill-set Practice and Reflexivity	Service-Learning Type B: Civic Values / Critical Citizenship	Service-Learning Type C: Social Justice Activism
<p><b>3. Academically Relevant Community Involvement</b> Student community involvement is relevant to and integrated with the discipline-based academic content and assignments.</p> <p><i>&gt; Implementation spectrum: Community project may: supplement course content and learning goals; be a component of the content and used as a “text”; or be integrated throughout the course as critical to course goals, specific learning outcomes, assignments and assessment.</i></p>	<p>Community involvement is relevant to discipline-based academic goals of developing competence and self-efficacy in particular skill-sets. Community involvement enhances the reflexive relationship between theory, skills, and practice in a real-world context, enabling students to practice, reflect on, and improve their skills in supportive, real-time situations.</p> <p>For example, students in a kinesiology class engage in coaching practices and teach exercise modalities in a community-based setting.</p>	<p>Community involvement is relevant to discipline-based academic goals by providing a context in which to test theories and ideas, make classroom learning accessible and relatable, explore the limits of received knowledge, apply discipline-based methods and research skills, study historical change and the lived consequences of historical decisions, and engage with social complexity from trans-disciplinary perspectives.</p> <p>For example, students in a psychology class understand concepts that contribute to the development of identity and self by working with children.</p>	<p>Community involvement is relevant to discipline-based academic content by enhancing the critical exploration of social, political and economic injustice, structures of oppression and marginalization, resource allocation, and power imbalances. Community involvement facilitates a critical understanding of the relation between theory and practice, and of disciplinary knowledge from the perspective of socially or economically marginalized communities.</p> <p>For example, students in an environmental science class understand global food production in terms of the community’s ability to meet nutritional demands in the context of sustainability challenges.</p>
<p><b>4. Explicit Civic Learning Goals</b> Civic learning goals are articulated and develop students’ capacities to understand and address critical social issues.</p> <p><i>&gt; Implementation spectrum: Civic learning goals may be implied; explicitly stated, and complement course content and student learning; or fully integrated in syllabus, course content and community activity.</i></p>	<p>Civic learning goals complement skills development by enhancing student understanding of the social function of the target skills. Student learning connects application of practical skills to the exploration of critical social issues, citizenship and civic responsibility.</p> <p>For example, through interaction with community members, students in the kinesiology class identify and understand different health needs and the social determinants that result in them.</p>	<p>Civic learning goals are integrated in course content as students apply academic content learning to an exploration of civic values and social policies. Community partnership provides a touchstone or case study to explore the meaning, value and purpose of citizenship, locally or globally, and to explore the self and one’s identity as a citizen and member of society.</p> <p>For example, students in the psychology class identify the effect that different social determinants have on psychological development and how their own experience has impacted and shaped their own development.</p>	<p>Civic learning is integrated in course content and community project/ activities as a basis for understanding, analyzing and addressing inequity and injustice and promoting student capacity as advocates and activists. Civic learning also contributes to understanding possible intersections between professions, advocacy, and activism.</p> <p>For example, students in the environmental science class learn to articulate global food scarcity and advocate for sustainability practices through changing social attitudes toward food as a way to curtail overproduction and waste.</p>

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<p><b>5. Reflection Facilitates Learning</b> Critical reflection activities and assignments integrate classroom and community learning.</p> <p><i>&gt; Implementation spectrum: Reflection may be informal and unstructured; structured and guided to connect community project to academic and civic learning goals to enhance critical thought and analysis; or fully integrated in course content to build student capacity for deep social analysis, social action, and complex problem-solving.</i></p>	<p>Reflection and analysis of process, methods, and strategies in the real-world context of community project enhances learning and skills acquisition. Integration of learning through reflection increases confidence and competence, and develops greater self-direction and self-responsibility. Such reflection may be summative and unstructured, or may be structured, guided, and assessed as part of formative skills development.</p>	<p>Guided and structured reflections provide opportunities to integrate theoretical, ethical, and practical knowledge; to employ community experience to critically consider classroom texts and vice-versa; to evaluate personal stakes, perspectives, and positionally and their impact on understanding civic concerns; to integrate different sources of knowledge to produce a holistic understanding of civic issues; to integrate theoretical and personal understandings of civic responsibility and (global) citizenship.</p>	<p>Critical reflection integrates course content and community project/activity to develop student as change agent. Guided reflections provide opportunities to critically analyze community needs and community action in the context of broader social and political issues; to reflect on one's role in social change; and to develop meaningful and effective strategies for social change.</p>
<p><b>6. Integrated Assessment of Student Learning</b> Student learning assessment addresses both the discipline-based and civic learning goals, and includes learning from community involvement.</p> <p><i>&gt; Implementation spectrum: Student learning assessment may focus primarily on course content with some credit for community activity; articulate varying levels of expectations for discipline-based and civic learning; or holistically address both discipline-based and civic learning outcomes with feedback from community partner.</i></p>	<p>Student learning assessment addresses acquisition of skills in the context of addressing community needs. Assessment may include items such as situated problem-solving, creativity, flexibility, responsiveness to stakeholders, teamwork, or other relevant skill-sets.</p>	<p>Student learning assessment integrates discipline learning, civic learning, and critical thinking. Assessment may include items such as ability to synthesize multiple perspectives; critically evaluate theory in light of experiential learning; evaluate ethical and practical impact of social and political policies; understand critical connections between the individual and the communal, the local, and the global; employ interdisciplinary approaches to understanding complex social issues; evaluate competing sources of knowledge, such as interviews, participant observation, etc.</p>	<p>Student learning assessment integrates community project/activity with course content and is oriented to assessing student's intellectual, personal, and emotional development in skills and capacities required to be an effective change agent. Assessment may include items such as understanding historical, social and political causes of injustice at various levels including the local, national, and global; developing practical skills in organization, communication, leadership, etc. relevant to effecting social change; and critical understanding of community needs and barriers to change.</p>