

**SERVICE-LEARNING**  
**COURSE**  
**INSTRUCTOR**  
**HANDBOOK**

# TABLE OF CONTENTS

## **Purpose of the Course Instructor Handbook 1**

## **Introduction 2**

- Definition of Service-Learning ..... 2
- Service-Learning at Lingnan University ..... 3
- Lingnan Liberal Arts Service-Learning Model ..... 4
- Six types of Service-Learning ..... 6
- Types of Engagement in Service-Learning ..... 7
- Stakeholders in Service-Learning ..... 8

## **Implementation 9**

- Stage 1: Preparation ..... 10
- Stage 2: Orientation ..... 10
- Stage 3: Practicum ..... 11
- Stage 4: Conclusion ..... 13

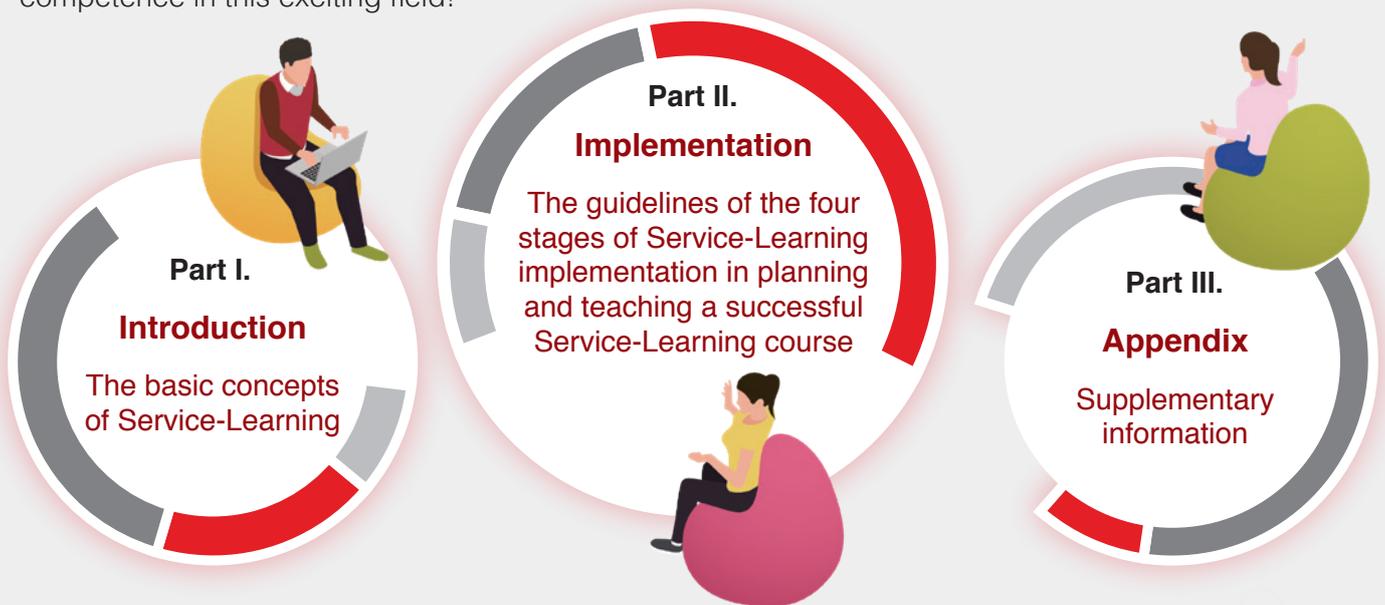
## **Appendix 15**

- Appendix 1:  
Suggested Service-Learning Course Design Guidelines ..... 15
- Appendix 2:  
Suggested Assessment Plan and Rubrics Development ..... 16
- Appendix 3:  
Sample Syllabi ..... 18



# PURPOSE OF THE COURSE INSTRUCTOR HANDBOOK

This Handbook serves as a guide for Service-Learning (S-L) course instructors, whether they are just beginning to explore the field or they are already seasoned practitioners. It will help to develop curriculum, as well as provide useful resources. We hope that this handbook will foster your competence in this exciting field!



**Before starting the S-L journey, here is some food for thought<sup>1</sup>:**

- 1 What motivates you to incorporate S-L pedagogy into your teaching?
- 2 What changes would you like to see in your students by incorporating service activities?
- 3 What community need(s) would you like to address through your S-L course? (Please describe the project ideas and community partners in mind.)
- 4 How will successful implementation of S-L pedagogy alter the course? What needs to be done to ensure positive outcome of course alterations? How willing are you to adapt your course to the requirements of S-L pedagogy?
- 5 Which of your values, knowledge, skills, and resources will facilitate the incorporation of S-L pedagogy? And what will you need assistance with?
- 6 What knowledge, skills, and interests are required of students opting for S-L in this course? Who are the students that would be better off not choosing a service option?
- 7 What, if any, controversial issues may arise from students' engagement with the community? How do you prepare for resolving those issues?

<sup>1</sup> Adapted from St. Norbert College, Academic Service-Learning Faculty Handbook, pp.53.

# INTRODUCTION



## 1. Definition of Service-Learning

### General Definition

Service-Learning (S-L) is a pedagogy that combines rigorous academic study with impactful service in the community so that each strengthens the other (Ehrlich, 1996). S-L has evolved to become widely adopted in higher education as a key avenue for students to apply their knowledge and skills to meet community's needs in real-life context.

S-L is an intentional and structured educational experience (Minnesota Campus Compact, 1999), in which students participate in credit-bearing service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bingle & Hatcher, 1995).

### Faculty's gain

It is widely reported that S-L offers a boost in both teaching quality and research opportunities (Eyler et al., 2001). Through S-L, students learn actively and faculties teach interactively, which combine to facilitate reciprocal learning between students and faculty as well as engagement of students with diverse learning styles (McGoldrick & Ziegert, 2002). Also, S-L often opens up new avenues for interdisciplinary research collaboration among faculties and community partners, while offering outlets for faculty expertise to be applied for impact in real life (Willis, 2002).

### Students' gain

In S-L, learning starts with a problem and continues with the application of complex ideas and sophisticated skills to solve increasingly complicated problems (Ehrlich, 1996). It is a high quality teaching and learning strategy that facilitates students' academic and personal development in terms of better self-directed learning, logical thinking, communications and interpersonal skills, a sense of caring for others, and a sense of civic responsibility (Brevard Community College, 1994).

### Community's gain

In well-designed S-L, students make significant contributions to positive change in individuals, organisations, neighborhoods and/or larger systems in a community, thereby further strengthening campus-community collaboration (Minnesota Campus Compact, 1999).

## INTRODUCTION

## 2. Service-Learning at Lingnan University

### Overview

Service-Learning at Lingnan University is a most relevant platform to leverage the benefits of liberal arts education to transform students' life. By exposing students to broad knowledge, they are better equipped to deal with global challenges that are often complex, diverse, and ambiguous. Lingnan's Service-Learning (S-L) distinguishes itself by prioritizing cultivation of entrepreneurship and innovation among students, and offering them an exciting and unconventional path to addressing humanitarian needs. As students become empowered to integrate academic learning with impactful services, they grow into well-rounded individuals, advancing both intellectually and personally and bringing immense impact to the world.

### Knowledge Exchange for Impactful Action

In Lingnan's S-L, learning occurs through a cycle of knowledge internalization, exchange, and reconstruction and action for impact. Students actively reach out to the community, identify pressing social needs, and develop S-L projects in collaboration with various stakeholders, engaging parties such as beneficiaries, community partners, and faculty members. As a result, students become more empathic and gain an in-depth understanding of the social issues. It is a challenging and rewarding learning experience, which is best done outside classrooms.

### Interdisciplinary Learning and Global Citizenship

Currently, ample interdisciplinary S-L opportunities have been established in Lingnan University, ranging from direct and indirect services to committed research. Trans-border S-L opportunities are also offered, in which students examine challenging social issues at international level and hone their knowledge and skills for becoming global citizens in the 21st century. In summer, students have the option to participate in practicum with non-governmental organisations and social enterprises and enhance their service leadership qualities.

### Innovation, Technology, and Entrepreneurship

Recognising the critical role that social innovation and rapidly developing technology plays in the innovation economy, S-L in Lingnan equips students with a set of tools to integrate innovation in the problem-solving process. For instance, design thinking, which is a human-centered problem-solving strategy, is introduced to help students develop insights and unconventional solutions. Other tools include 3D printing and modeling, app building, and robotics, etc. Students not only are empowered to develop an entrepreneurial mindset for executing solutions but also learn to appreciate the synergy between creativity, innovation and the humanities.

### Research

Most important, Lingnan's S-L seeks to embed research in service projects. It aims to strengthen students' research competency and enhance collaborating partners' understanding of the genuine needs in the community, thereby informing the improvement of related local community services.

## INTRODUCTION

### 3. Lingnan's Liberal Arts Service-Learning Model

*Figure 1: Service-Learning Model for liberal arts education*



Pioneering the embedment of Service-Learning in liberal arts education in Asia, Lingnan's distinctive S-L model catalyzes impactful action benefiting all stakeholders and is primarily founded on knowledge exchange between the university and community, and among instructors, students, and beneficiaries. The model has undergone constant practice and refinement since 2006. Vigorous research has also been underway to validate the model. We envision that the research output will add to the literature for S-L pedagogy and shed light on executing S-L in a liberal arts educational setting.

# INTRODUCTION

## Left Ring

These are the six core components of Lingnan's liberal arts education, which enable knowledge internalization.

- 1 Interdisciplinary Curriculum, which enables students to integrate learning from broad spectrum of knowledge;
- 2 Team Teaching, which takes advantage of varying expertise of faculty members to broaden students' perspectives;
- 3 Transborder Learning, which is offered to equip students with international exposure;
- 4 Hostel Life Education, which is mandatory and facilitates whole-person development;
- 5 Innovation and Entrepreneurship Education, which inspires students to explore unconventional solutions to social and global problems;
- 6 Undergraduate Research, which empowers students' exploration of the world with a researcher's mindset and methodology.

## Right Ring

It is where interaction with the world catalyzes impactful action benefiting all stakeholders. The internalized knowledge will be applied and transferred to the community leading to real-life impacts and further refinement. The schematic flow below describes students' journey throughout the model:

- 1 Identify Innovation Opportunities: taking a human-centered approach to assess community needs and problems.
- 2 Develop Insights: ideating possible solutions to address the problems.
- 3 Co-create Process, Products, and Service: working with teammates, teachers, and community partners to generate prototypes of deliverables.
- 4 Validate Impact: initiating dialogue to reality-check with community partners and beneficiaries on effectiveness.
- 5 Consolidate Experience: internalizing new findings and learning from the S-L field.
- 6 Reflection: examining one's own growth and development areas both personally and academically.
- 7 Synthesis Experience and Reconstruct Knowledge: integrating S-L field experience with classroom learning to generate new insights for modification of prototypes, leading to a refined implementation for better impact in future.

## INTRODUCTION

### 4. Six Types of Service-Learning

In designing a S-L course, faculty members can refer to the following six basic categories of S-L model<sup>(2)</sup> and choose the model that best suits your course objectives.

#### "Pure" Service-Learning

These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers or engaged citizens. They are not typically lodged in any one discipline.

#### Discipline-Based Service-Learning

In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding.

#### Problem-Based Service-Learning (PBSL)

According to this model, students (or teams of students) relate to the community much as "consultants" working for a "client." Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: architecture students might design a park; business students might develop a website; or botany students might identify non-native plants and suggest eradication methods.

#### Capstone Courses

These courses are generally designed for majors and minors in a given discipline and are offered

almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesise students' understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

#### Service Internships

Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and on-going reflective opportunities that help students analyse their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

#### Undergraduate Community-Based Action Research

A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

<sup>(2)</sup> Introduction to Service-Learning Toolkit: Readings and Resources for Faculty, 2003.

## INTRODUCTION

## 5. Types of Engagement in Service-Learning

In Service-Learning, the experiences are mainly undertaken in the following forms:

Types	Definition	Impact on Students	SLRS Examples
<b>Direct Service-Learning</b>	<ul style="list-style-type: none"> <li>• Person-to-person, face-to-face service projects</li> <li>• Projects that have clear benefits to individuals who are service recipients</li> <li>• Educating others about topics of public interest</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for others</li> <li>• Personal responsibility</li> <li>• Engaged citizenship</li> <li>• Dependability</li> <li>• Interpersonal skills</li> <li>• Diversity and inclusion</li> <li>• Problem-solving, beginning-to-end, big-picture learning</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting food at wet market for the needy</li> <li>• Conducting art facilitation lessons and training workshops for service targets</li> <li>• Creating life reviews for hospice patients</li> <li>• Promoting values and virtue by running booths and exhibitions</li> <li>• Planning and implementing public forums on topics of interest in the community</li> </ul>
<b>Indirect Service-Learning</b>	<ul style="list-style-type: none"> <li>• Working on broad issues, environmental projects, community development</li> <li>• Project that have clear benefits to the community or environment, but do not involve face-to-face interaction with service recipients</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Teamwork skills</li> <li>• Organization</li> <li>• Prioritization</li> <li>• Project-specific skills</li> <li>• Playing different roles</li> </ul>	<ul style="list-style-type: none"> <li>• Compiling a town history</li> <li>• Writing a feature story for residents and community</li> <li>• Proposing corporate social responsibility plan or strategic plan for a social enterprise</li> <li>• Providing translation to videos or publication</li> </ul>
<b>Research-based Service-Learning</b>	<ul style="list-style-type: none"> <li>• Gathering and presenting information on areas of interest and need</li> <li>• Projects that collect, gather, and report on information that is important to the community</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of how to learn/get answers/find information</li> <li>• Understanding rules, systems, and processes</li> <li>• Construction of discriminating judgment</li> <li>• Organizational skills</li> <li>• Knowledge of how to assess, evaluate and test hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering information and creating brochures or videos for non-profit or government agencies</li> <li>• Conducting surveys, studies, evaluations, experiments, interviews, etc.</li> <li>• Working with elected officials to draft legislation to improve communities</li> </ul>

Kaye, C. B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing.

Kaye, C. B. (2014). *Transforming words into action: service-learning as a teaching strategy*. Retrieved from <http://www.cbkassociates.com/wp-content/uploads/2013/05/Transforming-Words-into-Action.pdf>

## INTRODUCTION

### 6. Stakeholders in Service-Learning

Multilateral partnership is a distinct feature of S-L. Effective S-L activities must build on close collaboration among all stakeholders. The course instructors, community partners, and S-L teaching assistants are indeed the chief co-educators. Their input is quintessential for helping students achieve learning outcomes.

#### Course Instructors

- Animated, effective teaching and learning experience
- Research, funding and publication opportunities
- Reputation for committing to community development
- Obtain first-hand knowledge of community issues
- S-L is included in Promotion and Tenure Guideline\*

#### Community Partners

- Personal and professional development as a co-educator and consultant
- Increased public visibility
- Reputation for being part of the university education
- Access to prospective employees, volunteers, consultants, etc.
- Specific products or services that students create

#### Students

- Active learning, application and critical reflection of course content
- Personal development of leadership, interpersonal and problem-solving skills
- Increased social awareness and civic efficacy
- Obtain first-hand knowledge of community issues
- Exploration of career development

#### OSL coordinators

- Personal and professional development as a co-educator and peer consultant
- Mentorship with assigned course instructors
- Enhancement of project coordination, interpersonal and problem-solving skills
- Increased leadership and social network
- Exploration of career development

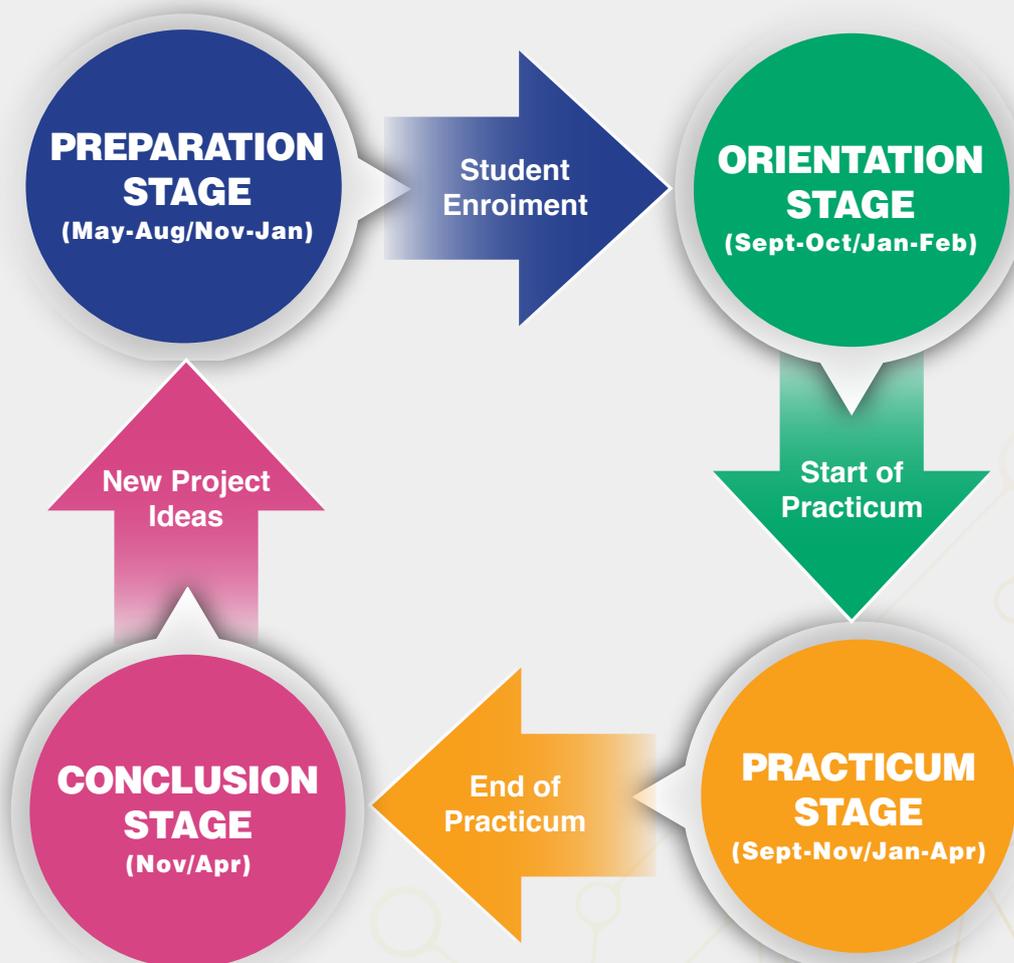
# IMPLEMENTATION



Service-Learning pedagogy includes four stages: **Preparation, Orientation, Practicum, and Conclusion.** Here are some initial steps important to the development of a successful Service-Learning project:

**Figure 2: Four stages to Service-Learning**

- The course instructor meets with the agency supervisor and Service-Learning coordinator to set the objectives and framework of the project.
- The course instructor helps training students for the project, clarifies expectations and negotiates project schedule and details with students.



- The course instructor assesses students' performance and evaluates the project outcomes with the agency supervisor and Service-Learning coordinator.
- The course instructor hosts students, offers advice to project implementation and students' personal and professional learning.

# IMPLEMENTATION

## Stage 1: PREPARATION STAGE



### Role of the Course Instructor

1. Propose identified community/ organisation needs
2. Meet with the agency partner and OSL coordinator to design the project
3. Agree on the terms stated on the Service-Learning Project Application Form

### Key Events

- Community-based learning experience(s) design and preparation

### Steps and Points to Consider

- **Detailed project design includes:**
  - ◆ Learning and Service Objectives
  - ◆ Theme and scope
  - ◆ Students' roles and responsibilities
  - ◆ Expectation of the service/product
  - ◆ Timeline (dates of key events)
  - ◆ Degree and mode of supervision
  - ◆ Criteria for evaluating students' performance
  - ◆ Training design and arrangement
- **Other points to consider:**
  - ◆ Project timeline and academic calendar
  - ◆ Service and training hour requirement
  - ◆ Sustainable partnership
  - ◆ Communication – preferred way of communicating, frequency of meeting, contact information, etc.

## Stage 2: ORIENTATION STAGE



### Role of the Course Instructor

1. Attend the First Class Orientation
2. Organise/ co-organise training workshop(s)
3. Prepare agency orientation visit

### Key Events

- Briefing session and student enrollment
- Students' pre-test questionnaire
- Training workshop(s)
- Agency orientation visit

### Steps and Points to Consider

- **Contribute to student training on qualities necessary for project success**
  - ◆ Attitude
  - ◆ Skills
  - ◆ Knowledge
- **Provide students with background information**
  - ◆ Mission and work of the agency
  - ◆ Service target population and related social issues
  - ◆ Any behaviors, dress code or confidentiality concerns that students should comply with
  - ◆ Explain and discuss project details with students
    - ◇ Learning and Service Objectives
    - ◇ Students' roles and responsibilities
    - ◇ Expectation of the service/product
    - ◇ Timeline (dates of key events)
    - ◇ Meeting schedule
    - ◇ Criteria for evaluating students' performance

## IMPLEMENTATION



### Stage 3: PREPARATION STAGE

#### Steps and Points to Consider

#### Role of the Course Instructor

1. Review students' proposal/work plan and check their work progress
2. Set up regular communication channel
3. Provide progress review and debriefing
4. Offer guidance in the consultation meeting(s)

#### Key Events

- Service practicum
- Consultation meetings

- Offer professional advice to students' service/product plans
- Support the implementation of service/production of product
- Direct students to learning themes embedded in the project
- Evaluate on-site performance with the students
- Share observations on students with the agency supervisor and Service-Learning coordinator or Service-Learning Teaching Assistant
- Sign on the Student Attendance Record Sheet to verify students' service hours devoted

### Reflection

Reflection allows all participants to learn from their experiences, and offers feedback to help enhance the quality of future projects.

The Gibbs' (1988) Reflective Cycle demonstrates how reflection might work best before, during, and after the service experience.

**Figure 3: Reflective Cycle (Gibbs, 1988)**



# IMPLEMENTATION

## Guiding Questions for Students' Reflection

According to the course objectives and desired learning outcomes, you might use probing questions to get students started on reflecting. You might encourage students to examine different aspects of:

### The Service-Learning experience:



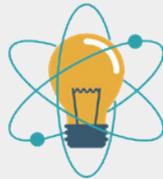
**Level of focus:**  
Issue, Myself,  
Other Stakeholders, Service



**Chronology:**  
what happened,  
how this will affect students' future actions



**Facts and opinions:**  
what happened,  
how students feel about it



**Type of knowledge learned:**  
subject knowledge,  
self-understanding, concrete skills



**Positives and negatives:**  
what students  
like and dislike

	Sample reflective questions for students:
<b>Issue</b>	<ul style="list-style-type: none"> <li>• How does this issue impact on people's life?</li> <li>• What is my new learning through S-L experience?</li> <li>• How will I contribute to alleviating the issue?</li> </ul>
<b>Myself</b>	<ul style="list-style-type: none"> <li>• What are my personal and professional goals for doing S-L?</li> <li>• How do I feel about the hands-on experience?</li> <li>• What have I learned about my peers, my community, and my academic field?</li> <li>• How has the S-L experience changed the way I view the issue, the world, and myself?</li> </ul>
<b>Other stakeholders</b>	<ul style="list-style-type: none"> <li>• How well were the stakeholders' needs/expectations met? /How did others benefit from my service?</li> <li>• What are our common ground and point of divergence in terms of values, culture, and experience?</li> <li>• How well did I work with the other stakeholders in the group?</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• What were the most/least successful parts of this experience?</li> <li>• How did I use my Service-Learning experience to apply the course content learned and do my own research?</li> <li>• If I were to do it all over again, what would I do differently?</li> </ul>

## IMPLEMENTATION

**Stage 4:**  
**CONCLUSION**  
**STAGE**



**Key Events**

- In-class presentation / report-back celebration
- Evaluation measures and meetings
- Planning for future cooperation

**Role of the Course Instructor**

1. Arrange in-class presentation/ report-back celebration
2. Assess students' performance and project effectiveness
3. Meet with the agency supervisor, the OSL coordinator and the Service-Learning Teaching Assistant to review the partnership

**Steps and Points to Consider**

- Give feedback on students' performance and provide suggestions for their future improvement
- Share your observations and suggestions with the Agency Supervisor, OSL coordinator and Teaching Assistant (if any)
- Meet with the Agency Supervisor and OSL coordinator to review the partnership and plan for future collaboration

**Follow-Up and Sustainability of the Partnership**

We encourage all stakeholders to continue their involvement in Service-Learning after the project ends. In addition to teaching a S-L course again, you are encouraged to keep in touch with the agency partner and your students, talk to peers about your S-L experience, as well as attend OSL training and networking events.



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# Appendix 1:

## Suggested Service-Learning Course Design Guideline

Criteria	Description	Action
<b>A. Preparation</b>	<ul style="list-style-type: none"> <li>Identify <b>clear evidence of community needs and course learning objectives</b> for the proposed project/course.</li> <li><b>Meet with agency partner(s)</b> to discuss and agree on the project arrangement.</li> <li><b>Connect the academic learning process and product for</b> the benefit of the <b>community</b> through service activities, project reports, etc.</li> <li>Create a detailed list of <b>learning outcomes and project expectations</b> for the students and agency partner(s).</li> <li>Obtain optimum level of <b>resources</b> needed for the project/course.</li> </ul>	<p><b>Intended Learning Outcome from the S-L experience in terms of academic enhancement, personal growth, and civic engagement?</b></p> <p><b>1) Academic learning objective:</b></p> <hr/> <p><b>2) Personal learning objective:</b></p> <hr/> <p><b>3) Civic learning objective:</b></p> <hr/>
<b>B. Course Component</b>	<ul style="list-style-type: none"> <li>Ensure that academic rigor of the course is enhanced, not weakened, with the incorporation of Service-Learning.</li> <li>Design structural and regular reflection activities/assignments and state these clearly on the syllabus.</li> <li>Service-Learning experience can last for one or two semesters, including the summer semester with at least 3 credits.</li> <li>Allocate a certain proportion of assessment (at least 30%) to evaluate the service and reflection activities, and include these details on the syllabus.</li> </ul>	<p><b>Service-Learning Component Information</b></p> <p><b>Course Approach</b></p> <p><input type="checkbox"/> Whole session or <input type="checkbox"/> Optional approach</p> <p><b>No. of students :</b></p> <hr/> <p><b>Service-Learning Project Approach</b></p> <p><input type="checkbox"/> Individual or <input type="checkbox"/> Group activity</p> <p><b>Type of Service-Learning Project<sup>#</sup></b></p> <p><input type="checkbox"/> Direct Service-Learning</p> <p><input type="checkbox"/> Indirect Service-Learning</p> <p><input type="checkbox"/> Research-based Service-Learning</p> <p><input type="checkbox"/> Advocacy Service-Learning</p>

# Appendix 2:

## Suggested Assessment Plan and Rubrics Development

### I. Definition of Service-Learning Goals

By completing the **Service-Learning graduation requirement**, Lingnan students will:

1. Discover how to apply and extend what is learned in the classroom while addressing the needs and issues of the community agency that hosts the Service-Learning experience;
2. Analyse their own beliefs, values, assumptions, and identities while learning about the beliefs, voices, and values of others;
3. Demonstrate an understanding of the extent to which all individuals share the need to be ethically engaged in furthering the welfare of their communities;
4. Demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of a group or community;
5. Reflect on the personal and academic impact of their experiences with a community or agency;
6. Demonstrate learning from multiple sources of knowledge and an appreciation for the reciprocity between scholarly knowledge and community action;
7. Think critically and act compassionately as they promote social justice.

## Appendix 2: Suggested Assessment Plan and Rubrics Development

### II. Course Assessment Matrix

The matrix below summarises the relationship between S-L programme components and curriculum goals.

	(1)	(2)	(3)	(4)
	Service-Learning Curriculum Goals	Measurement of Evidence	Summary Results	Assessment Informed Improvements
1.	Discover how to apply and extend what is learned in the classroom while addressing the needs and issues of the community agency that hosts the Service-Learning experience;			
2.	Analyse their own beliefs, values, assumptions and identities while learning about the beliefs, voices and values of others;			
3.	Demonstrate an understanding of the extent to which all individuals share the need to be ethically engaged in furthering the welfare of their communities;			
4.	Demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of a group or community;			
5.	Reflect on the personal and academic impact of their experiences with a community or agency;			
6.	Demonstrate learning from multiple sources of knowledge and an appreciation for the reciprocity between scholarly knowledge and community action;			
7.	Think critically and act compassionately as they promote social justice.			

# Appendix 3: Sample Syllabi

## Compulsory Service-Learning

<b>Course Title</b>	<b>:</b>	<b>Service Leadership</b>
<b>Course Code</b>	<b>:</b>	<b>CLE9023</b>
<b>Recommended Study Year</b>	<b>:</b>	<b>Any</b>
<b>No. of Credits</b>	<b>:</b>	<b>3 credits</b>
<b>Mode of Tuition</b>	<b>:</b>	<b>Sectional approach</b>
<b>Class Contact Hours</b>	<b>:</b>	<b>3-hour lecture per week</b>
<b>Category</b>	<b>:</b>	<b>Values, Cultures &amp; Society Cluster</b>
<b>Discipline</b>	<b>:</b>	<b>Cluster course</b>
<b>Prerequisite(s)</b>	<b>:</b>	<b>Nil</b>
<b>Co-requisite(s)</b>	<b>:</b>	<b>Nil</b>
<b>Exclusion(s)</b>	<b>:</b>	<b>Nil</b>
<b>Exemption Requirement(s)</b>	<b>:</b>	<b>Nil</b>

### Brief Course Description:

Service leadership involves collaboration with others with the sincere purpose of contributing to their well-being and development, and/or of serving society, while also meeting the leader's personal needs. This course focuses on how service leadership can be practiced effectively by individuals and in teams. Based on case examples and students' own experiences, the course compares and contrasts service leadership that meets the needs of people, communities and environments, with inappropriate leadership that results in unwelcome 'solutions' and service failure. Students receive guidance and support in developing salient practical abilities, character dispositions, and caring qualities. The course also identifies organizational values and systems that encouraging and empower organizational members at all levels to practice service leadership.

### Aims:

This course aims to help students to appreciate the abilities, character strengths, and moral and caring dispositions that are salient attributes of service leadership. The course also aims to encourage and support students in acquiring, developing and practicing service leadership attributes through project work in teams, through giving and receiving feedback, and through reflective self-assessment. Another aim is to help students to appreciate the kinds of organizational values and systems that are necessary in order for the legitimate needs of service recipients to be identified and met in an effective, spirited and timely manner.

## Appendix 3: Sample Syllabi

### Learning Outcomes:

Students will be able to

1. Explain, justify and illustrate the basic principles and purposes of service leadership.
2. Compare and contrast service leadership with servant leadership and other leadership concepts and approaches.
3. Analyze the contextual factors that support or undermine effective service leadership.
4. Develop and present appropriate service leadership propositions for the benefit of current or prospective service recipients.
5. Conduct realistic self-assessments of their own strengths, areas for improvement, and development opportunities in relation to salient attributes of service leadership.
6. Help others to improve their knowledge and practice of service leadership.

### Indicative Contents:

Students will be able to

1. Defining service leadership. Comparisons with other selected leadership concepts, such as servant leadership, charismatic leadership, and transformational leadership. Examples and counter-examples of service leadership in everyday life, civic and commercial situations. The role of service leadership in developing collaborative as opposed to pre-defined solutions.
2. Character strengths for service leadership: psychological and spiritual health, self-efficacy and intrapersonal intelligence. Moderation and self-discipline, and the avoidance of negative traits.
3. Caring dispositions, pro-social orientations, interpersonal intelligence and positive and sustainable social relationships for service leadership. The role of empathy, trust, fairness, respect, sociability, care, behavioral consistency, cooperative goals, and loyalty in service leadership interactions and relationships, including those between superiors and subordinates, among peers, across social networks, and between service providers and service recipients. Developing strong interpersonal relationships and commitment to serve others.
4. Clear and open verbal and non-verbal communication and attentive and open-minded listening skills as conditions for effective service leadership.
5. Systems thinking to support the design of service habitats for effective service leadership.
6. Suitable organizational norms, values, and assumptions that can support and enhance the practice and effectiveness of service leadership.
7. The role of interpersonal sensitivity in diagnosing service needs and conceiving service solutions, without imposition.

## Appendix 3: Sample Syllabi

### Teaching Methods:

The sectional approach will be adopted. Conceptual material will be introduced through classroom presentations, some of which may be delivered by fellow students through cooperative learning and under instructor supervision. 'Trigger' film-clips and written scenarios will provide local and regional case illustrations and counter-examples of service leadership for examination the in-class participation, including role play and critical case discussion.

In teams of 5-6 members, and through service learning, students will undertake a group project, in which they will provide direct service for members of the community on behalf of a non-governmental organization or social enterprise. Peer review forms will be used to monitor and ensure that students participate adequately in the work activities of their team.

Each student will also compile an individual reflective diary. Students will be guided to reflect critically on their own experiences as service providers during their project, and in distilling lessons about various aspects of service leadership. Feedback received from others can be incorporated into the reflective diary.

### Measurement of Learning Outcomes:

- Essay-type examination questions based on a case study distributed 10 days before the examination will test students' ability to explain the principles and purposes of service leadership and to compare and contrast these with other leadership principles (for ILO1, ILO2).
- An individual written comparative case study of 800 words (based on the student's own experience of being a service recipient on two separate occasions) undertaken as course work, tests students' ability to analyze the contextual factors that may help or hinder effective service leadership (for ILO3). To be submitted via Turnitin by 23:59 on November 8, 2018.
- Each student will compile an individual reflective essay (the instructor will provide a structured proforma to guide the reflections). The essay will review how the student has performed acts of service leadership during the semester, especially for the group project (for ILO5):
  - ◇ Personal attributes. Areas of strength and for further development regarding character, caring dispositions, and service leadership behaviours.
  - ◇ Inter-personal level. Areas of strength and for further development regarding building effective relationships within the team and with service recipients outside the team.
  - ◇ To be submitted via Turnitin by 23:59 on December 4th, 2018 (1000 words).

## Appendix 3: Sample Syllabi

- In an oral group presentation (30 minutes per group) students will convey and defend key points and findings from their group project, and will reflect on how the group itself has provided service (for ILO1, ILO4). To be delivered in Week 13 (November 27th or 29th, 2018).
- In a written group project report of 2500 words, teams of students will explain and illustrate how they have been applying principles and practices of service leadership in their team project (for ILO1, ILO4). To be submitted by the team via Turnitin by 23:59 on December 1, 2018.
- Peer evaluation (based on a set of rating scales) will assess the extent to which each student has worked constructively to help his/her team to complete its service leadership project tasks successfully (for ILO6). To be submitted by 23:59 on December 1, 2018.
- Each student is expected to contribute actively to classroom discussions, role plays, and debates (for ILO1, ILO3). (Class participation during weeks 1-13).

Learning Outcomes		Assessment Methods						
		Written Final Exam	Individual Written Case Study	Written Group Project Report	Oral Group Project Presentation	Peer Evaluation of Project Work	Individual Reflective Essay	In-class Work
1	Explain, justify & illustrate the basic principles and purposes of service leadership	✓		✓	✓			✓
2	Compare & contrast service leadership with servant leadership and other approaches to or leadership.	✓						
3	Analyze the contextual factors that support or undermine effective service leadership.		✓					✓
4	Develop & present appropriate service leadership propositions for the benefit of current or prospective service recipients.			✓	✓			
5	Conduct realistic self-assessments of their own strengths, areas for improvement, and development opportunities in relation to salient attributes of service leadership.						✓	
6	Help others to improve their knowledge & practice of service leadership					✓		

## Appendix 3: Sample Syllabi

### Assessment:

	Assessment tasks	Weights	Times
<b>Final Exam:</b>	<b>Based on pre-issued case study</b>	<b>30%</b>	<b>Exam period</b>
<b>Course Work</b>			
	<b>Individual written case study (around 800 words)</b>	<b>10%</b>	Submit in Week 10
<b>Group project</b>			
	• <b>Written group report (around 2500 words)</b>	<b>20%</b>	Submit in Week 13
	• <b>Oral group presentation: (30 minutes per group)</b>	<b>10%</b>	In Week 13
	• <b>Peer review:</b>	<b>5%</b>	Submit in Week 13
	<b>Individual reflective diary (around 1000 words)</b>	<b>30%</b>	Submit at Term end
	<b>In-class participation:</b>	<b>30%</b>	Weeks 1-13

### Required / Essential Reading:

Chung, P. Y. (2012). *25 Principles of Service Leadership*. New York: Lexingford Publishing.

### Recommended / Supplementary Readings:

Brown, S. W. (2010) 'From products to services'. *Research World*, November/December, pp. 46-48.

Chung, P. Y. (2009). *The First 10 Yards: The 5 Dynamics of Entrepreneurship and how they made a difference at DHL and other successful startups*. Singapore: Cengage.

Chung, P. Y. (2011). 'Hong Kong Institute of Service Leadership & Management Curriculum Framework', Hong Kong: HKI-SLAM. <http://hki-slam.org/>

Chung, P. Y. (2012). *Service Reborn*. New York: Lexingford Publishing.

Farnsworth, K. A. (2007). *Leadership as Service: A New Model for Higher Education in a New Century*. Westport, CT: Praeger.

Grönfeldt, S., & Strother, J. B. (2006). *Service Leadership*. Thousand Oaks: Sage Publications

Greenleaf, R.K. (2003). *The Servant-Leader Within: A Transformative Path*, eds. L. C. Spears et al. NY: Paulist Press.

## Appendix 3: Sample Syllabi

Han, Y., Kakabadse, N. K., & Kakabadse, A. (2010). A. Servant Leadership in the PRC: A Case Study of the Public Sector. *Journal of Management Development*, 29(3), 265-81.

Hudson, S., & Inkson, K. (2006). Volunteer Overseas Development Workers: The Hero's Adventure and Personal Transformation. *Career Development International*, 11(4), 304–20.

Lewis, R., and Noble, J., eds, (2007) *Servant-Leadership: Bringing the Spirit of Work to Work*. Greenleaf Centre for Servant-Leadership UK.

Pearce, C.L., & Sims, H.P. (2001) Shared leadership: toward a multi-level theory of leadership. *Advances in Interdisciplinary Studies of Work Teams*, 7, 115–39.

Prosser, S. (2010). *You Can Move the Cheese! The Role of an Effective Servant-Leader*. Paulist Press, 2010.

Santrock, J. (2010). *A Topical Approach to Lifespan Development*. Fifth edition. McGraw-Hill

Sober, E. & Wilson, D. S. (1998). *Unto Others*. Harvard University Press.

Trompenaars, A., & Voerman, E. (2010). *Servant-leadership across Cultures: Harnessing the Strength of the World's Most Powerful Management Philosophy*. New York: McGraw-Hill.

Washington, R. R., Sutton, C. D., & Field, H. S. (2006). Individual Differences in Servant Leadership: The Roles of Values and Personality. *Leadership & Quality Development Journal*, 27(8), 700-716.

### Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>

## Appendix 3: Sample Syllabi

### CLE 9023 Individual Case Study Assignment

(10% of the assessment, to be submitted in Week 11)

Students will submit an individual written comparative case study of 800-1000 words to address CILO3: 'Students will be able to analyze the contextual factors that support or undermine effective service leadership.' Students will base their submission on their own real experience of being a service recipient or service provider on two separate episodes or occasions outside the CLE 9023 class and not related to the associated service-learning practicum.

#### Rubric for assessment (decimals can be used)

Criterion	Insufficient (0-4)	Satisfactory (5-7)	Very good (8-10)	Mark
Appropriate selection of incidents	Neither incident is relevant to this assignment	One incident is clearly relevant to this assignment	Both incidents are clearly relevant to the assignment	
Clarity of descriptions	There is a lack of clarity about what happened in at least one of the chosen cases	What happened in both incidents is described with sufficient clarity	Both incidents are described very clearly	
Characterization of effective service leadership by means of comparison	Comparison of the two incidents fail to demonstrate any difference between effective and ineffective service leadership	Comparison of the two incidents suggests possible differences between effective and ineffective service leadership	Comparison of the two incidents demonstrates major differences between effective and ineffective service leadership	
Completeness of descriptions and analyses	The descriptions and analyses fail to provide sufficient understanding of relevant context factors affecting the quality of service leadership	The descriptions and analyses provide adequate yet incomplete understanding of relevant context factors affecting the quality of service leadership	The descriptions and analyses provide a complete understanding of relevant context factors affecting the quality of service leadership	
Identification of areas for further improvement	The paper does not clearly identify areas for improvement in the service habitat	The paper broadly identifies areas for further improvement in the habitat for service provision	The paper identifies specific areas for further improvement in the habitat for service provision	
Proposals for service leadership improvement	The paper does not identify realistic steps for further improvement in the habitat for service provision	With some justification, the paper identifies steps for further improvement in the habitat for service provision	The paper convincingly identifies realistic steps for further improvement in the habitat for service provision	
Total (÷ 6)				/10

## Appendix 3: Sample Syllabi

### CLE 9023 Written Group Project Report

Students will submit a written group report of around 2500 words to explain and illustrate how they have been applying principles and practices of service leadership in their practicum. This will address CILO1, 'Students will be able to explain, justify and illustrate the basic principles and purposes of service leadership'; and CILO4, 'Students will be able to develop and present appropriate service leadership propositions for the benefit of current or prospective service recipients'.

#### Rubric for Assessment (decimals can be used)

Criterion	Very good	Satisfactory	Should Improve	Marks
Clearly identifies a small number of key service leadership attributes principles	Very clear itemization/ definitions (2)	Sufficient clarity of identification (1)	Unclear/ insufficient definitions (0)	
Clearly explains <u>why</u> these attributes/ principles were especially important	Very clear explanations & justifications (2)	Sufficient explanations & justifications (1)	No/insufficient explanations & justifications (0)	
Gives clear examples and illustrations of attempted applications	Very precise & authentic illustrations (3)	Sufficiently precise & authentic illustrations (2)	Absent, vague, or implausible illustrations (0-1)	
Clearly explains and illustrates processes of developing service propositions	Very clear explanations & illustrations (3)	Sufficiently clear explanations & illustrations (2)	Insufficient explanations & illustrations (0-1)	
Provides clear self-assessments with evidence and suggestions for self-improvement	Very clear and well-justified assessments (4)	Sufficiently clear and justified assessments (2-3)	Insufficiently clear/ insufficiently justified assessments (0-1)	
Material is organized in a clear and logical manner	Material very clear, logical and well-organized (4)	Sufficiently clear, logical and organized material (2-3)	Material is confused, disorganized (0-1)	
Relatively free of grammatical and syntactical errors	Grammatically and syntactically sound (2)	Acceptable no. of grammatical/ syntactical errors (1)	Unacceptable no. of grammatical/ syntactical errors (0-1)	
Total				/20

## Appendix 3: Sample Syllabi

### CLE 9023 Team Oral Presentation

(10% of the assessment, to be delivered in Week 13 or 14)

Teams of students will deliver an oral presentation (30 minutes per team), in which they convey and defend key points and discoveries from their team practicum, and reflect on how the team itself has provided service. This will address CILO1, 'Students will be able to explain, justify and illustrate the basic principles and purposes of service leadership; and CILO4, 'Students will be able to develop and present appropriate service leadership propositions for the benefit of current or prospective service recipients'.

#### Rubric for Assessment (further decimals can be used, i.e. between the 0.5 intervals)

Criterion	Very good (1)	Satisfactory (0.5)	Should Improve (0)	Marks
Clearly identifies a small number of key service leadership attributes/principles	Very clear itemization/definitions	Sufficient clarity of identification	Unclear/ insufficient definitions	
Clearly explains <u>why</u> these attributes/principles were especially important	Very clear explanations & justifications	Sufficient explanations & justifications	No/insufficient explanations & justifications	
Gives clear examples and illustrations of attempted applications	Very precise & authentic illustrations	Sufficiently precise & authentic illustrations	Absent, vague, or implausible illustrations	
Clearly explains and illustrates processes of developing service propositions	Very clear explanations & illustrations	Sufficiently clear explanations & illustrations	Insufficient explanations & illustrations	
Provides clear self-assessments with evidence and suggestions for self-improvement	Very clear and well-justified assessment	Sufficiently clear and justified assessments	Insufficiently clear/ insufficiently justified assessments	
Relatively even 'air-time' for each member	All members make equivalent contributions	Members make broadly equivalent contributions	Some contribute much more/less than others	
Engagement of the audience's attention and (where suitable) participation	Audience engaged/involved throughout	Audience sufficiently engaged/involved	Generally, loses audience attention/ audience disengaged	
Relevant and coherent content	Material very clear, logical and well-organized	Sufficiently clear, logical and organized material	Material is confused, disorganized	
Presenter fluency	Always flows	Mostly flows	Many blockages	
Competent use of visual materials, whenever employed.	Visually clear, captivating	Visually sufficient	Visually insufficient	
Total				/10

## Appendix 3: Sample Syllabi

### CLE 9023 Peer Review

(5% of the assessment, to be submitted in Week 14)

Students assess the extent to which each of their team mates has worked constructively to help the team to complete its service leadership project tasks successfully. This addresses CIL06, 'Students will help others to improve their knowledge and practice of service leadership'. Students consider the contribution of each of the other members of their team to the team project. By ticking in the appropriate boxes below, they rate each of the other members of their team based on 10 service leadership attributes (Always-5, Often-4, Sometimes-3, Rarely-2, Never-1). They also provide justifications on an additional form (not included here).

**Rating Proforma** (Scores are converted to yield an overall mark out of 5 for each student)

		Members					
Indicate to what extent the following statements can describe the particular team member you are rating.		A	B	C	D	E	F
1	This member played an active and constructive role in helping the team to develop realistic goals.						
2	This member played an active and constructive role in helping the team to anticipate and solve problems.						
3	This member displayed excellence in listening actively to other members.						
4	This member responded caringly to other members' non-verbal communication cues.						
5	This member made excellent contributions to the development of unity, cohesiveness and close relationships in our team.						
6	This member provided appropriate formative feedback to promote others' development.						
7	This member made excellent contributions by offering his/her ideas clearly, openly, and constructively.						
8	This member demonstrated high levels of commitment and cooperation.						
9	This member was always available to the team when needed, was never late, never left early, and attended all meetings.						
10	This member has fully undertaken all duties that were delegated to him or her.						

## Appendix 3: Sample Syllabi

### CLE 9023 Individual Reflective Diary

(15% of the assessment, to be submitted in Week 14)

Students will submit an individually written reflective diary of 1000 words (the instructor will provide a structured proforma to guide the reflections). The essay will review how the student has performed acts of service leadership during the semester, especially for the group project. This addresses CILO5, 'Students will be able to conduct realistic self-assessments of their own strengths, areas for improvement, and development opportunities in relation to salient attributes of service leadership'.

### Rubric for Assessment

Criterion	Below satisfactory (0-4)	Satisfactory (5-7)	Very Good (8-10)	Score
Completeness	The author has omitted many items in the proforma and overall fails to convey a sufficient account of what happened and any consequences arising.	The author has responded to most items in the proforma and most responses convey a sufficient account of what happened and any consequences arising.	The author has provided a full response to each item in the proforma and each of response conveys a detailed account of what happened and any consequences arising.	
Clarity	In many cases, the author fails to provide clear and readily understandable descriptions	Although some aspects lack clarity, a majority of the descriptions are clear and readily understandable	All or nearly all the descriptions are very clear and readily understandable	
Depth of reflections	There is little or no evidence that the author has thought hard about his/her learning and its personal significance and has given written expression to this.	There is some evidence that the author has thought hard about his/her learning and its personal significance and has given written expression to this.	There is abundant evidence that the author has thought hard about his/her learning and its personal significance and has given written expression to this.	
Overall Mark	Sum of scores divided by 2 yields mark out of 15			

## Appendix 3: Sample Syllabi

### CLE 9023 In-Class Participation

(10% of the assessment)

Each student is expected to contribute actively to classroom discussions, role plays, and debates. Class participation during weeks 4-12 will form the bulk of this component of the assessment. It will be assessed in two parts.

#### Part 1. Team Review Proforma

(counts for 5%)

Students work in their team to undertake an in-class exercise in week 8 and 9 in which they collectively rate and describe the performance of their team based on 11 aspects of service-leadership (the instructor will provide a structured proforma to guide the reflections). They reflect on the frequency with which their team demonstrates each aspect, and tick the box that best describes their team. Then they write a narrative account for each aspect. The completed forms are assessed by the following rubric.

Criterion	Below satisfactory (0)	Satisfactory (2-3)	Very Good (4-5)	Score
Completeness	The team has omitted many items in the proforma and overall fails to convey a sufficient account of what happened and any consequences arising.	The team has responded to most items in the proforma and most responses convey a sufficient account of what happened and any consequences arising.	The team has provided a full response to each item in the proforma and each of response conveys a detailed account of what happened and any consequences arising.	
Clarity of illustrations	In many cases, the team fails to provide clear and readily understandable illustrations	Although some illustrations lack clarity, the majority are clear and readily understandable	All or nearly all the illustrations are very clear and readily understandable	
Overall Mark	Sum of scores divided by 2 yields mark out of 5			

#### Part 2. Attending Classes

(counts for 5%)

Criterion	Below satisfactory (0-1)	Satisfactory (2-3)	Very Good (4-5)	Score
Active Presence	The student misses more than 8 classes (and thereby risks expulsion from the class), and/or is often late and/or often fails to take an active part in the in-class exercises	The student misses between 4 and 8 classes, and/or is occasionally late and/or mostly takes an active part in the in-class exercises	The student misses less than 4 classes, is punctual, and consistently takes an active part in the in-class exercises	

## Appendix 3: Sample Syllabi

### CLE 9023 Final Written Exam

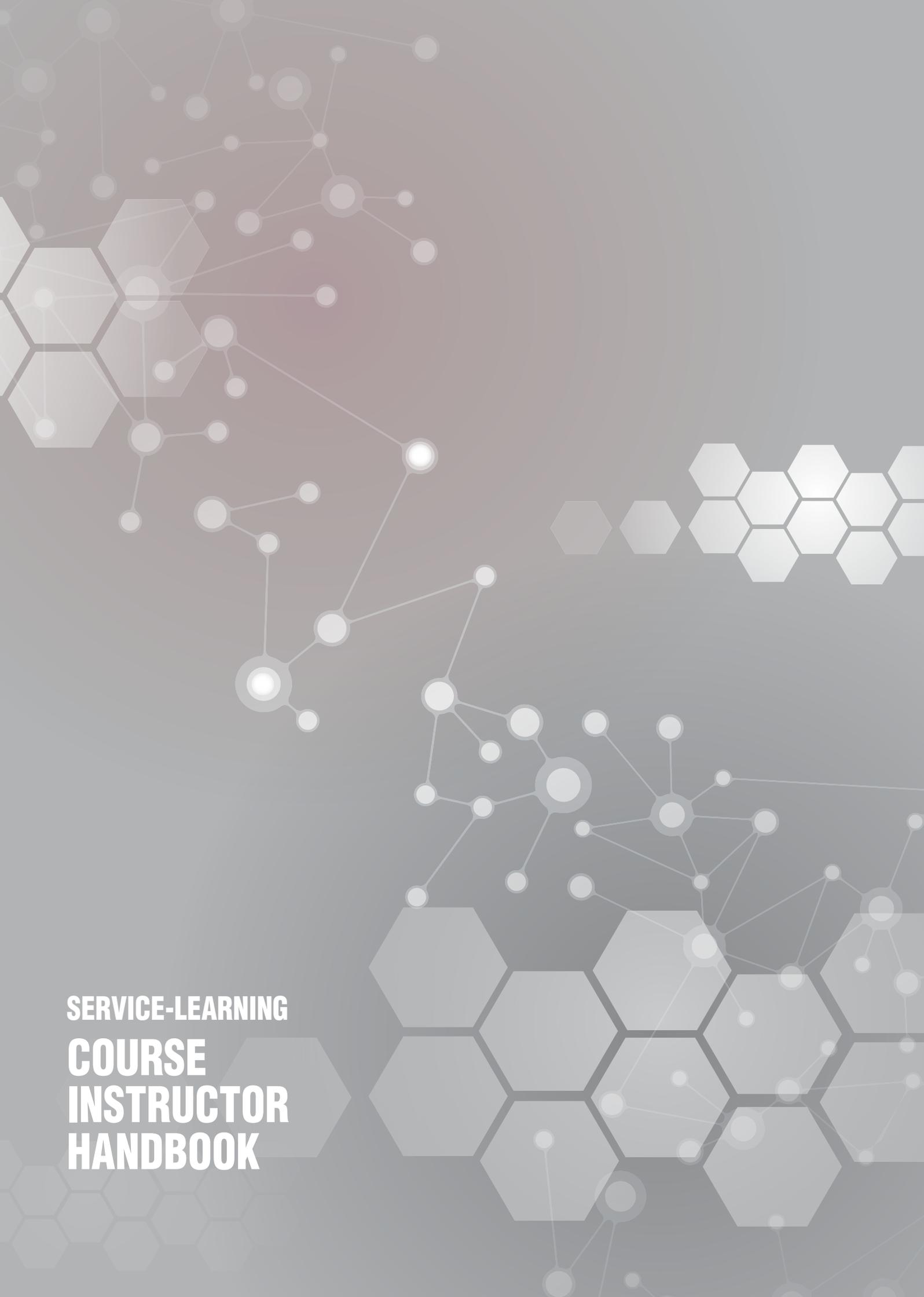
(30% of the assessment, undertaken during the exam period)

Essay-type examination questions based on a case study distributed 10 days before the examination will test students' ability to explain the principles and purposes of service leadership and to compare and contrast these with other leadership principles. This addresses CILO1, 'Students will be able to explain, justify and illustrate the basic principles and purposes of service leadership' and CILO2, 'Students will be able to compare and contrast service leadership with servant leadership and other leadership concepts and approaches'.

### Rubric for Assessment

(decimals can be used)

Criterion	Very good	Satisfactory	Should Improve	Marks
Plausibly identifies illustrative examples of the use of particular service leadership attributes or practices,	Very clear complete illustrations (7-9)	Sufficiently clear and complete illustrations (5-6)	Unclear/ insufficient illustrations (0-4)	
Clearly explains <u>why</u> particular service leadership attributes/principles are important in a particular situation	Very clear explanations & justifications (5-6)	Sufficient explanations & justifications (3-4)	No/insufficient explanations & justifications (0-2)	
Clearly explains how to use one or more service leadership attributes in the context of meeting the service needs of a given individual or group	Very precise & authentic explanations & illustrations (5-6)	Sufficiently precise & authentic explanations & illustrations (3-4)	Absent, vague, or implausible explanations & illustrations (0-2)	
Is able to evaluate the appropriateness of particular leadership-related assumptions and approaches for effective service leadership and management	Provides highly convincing evaluations, supported by strong justifications (7-9)	Provides moderately convincing evaluations, supported by some justifications (5-6)	Fails to provide convincing evaluations, does not provide acceptable supporting justifications (0-4)	



**SERVICE-LEARNING  
COURSE  
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HANDBOOK**