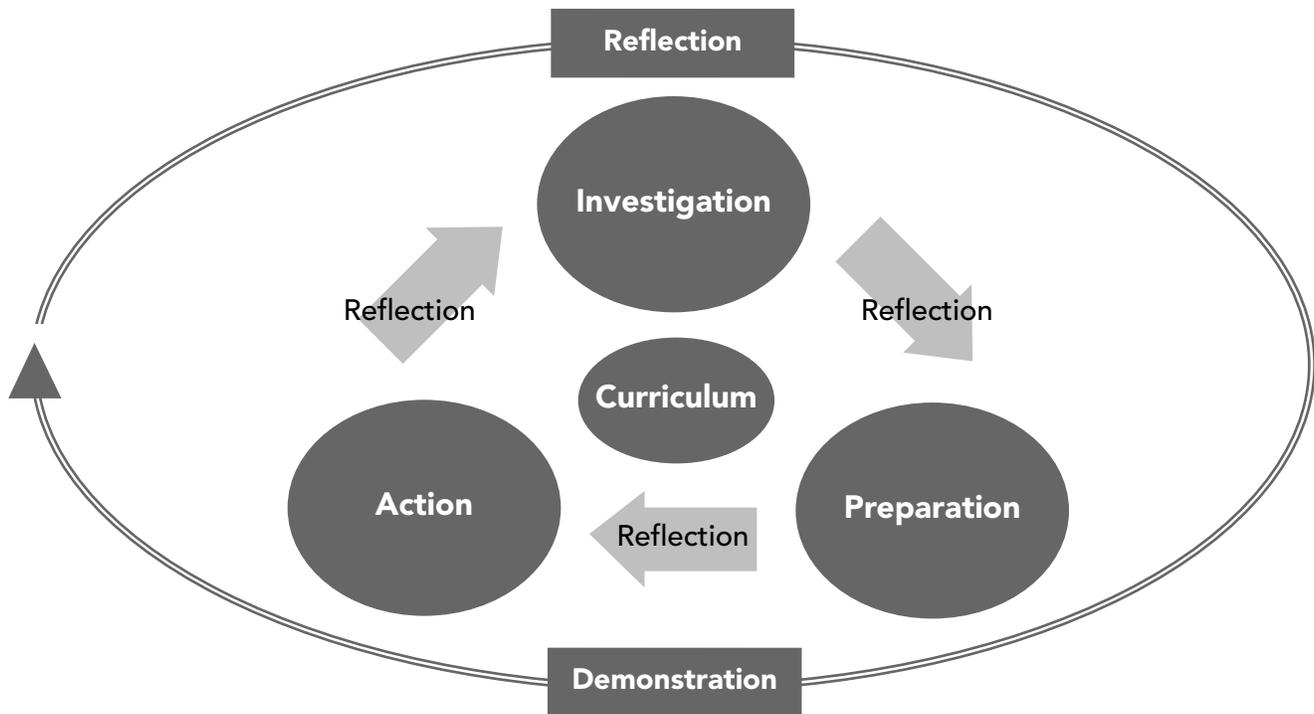


The Five Stages of Service Learning: A Dynamic Process



In this design, service learning is seen as an engaging dynamic building on the core curriculum.

Investigation: Includes both the *inventory* of student interest, skills, and talents, and the *social analysis* of the issue being addressed. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

Preparation: Includes the *continued acquisition of knowledge* that addresses any resultant questions from investigation along with academic content, identification of groups already working towards solutions, *organization of a plan* with clarification of roles, responsibilities and time lines, and ongoing development of any *skills* needed to successfully carry the plan to fruition.

Action: Includes the implementation of the plan that usually takes the form of *direct service*, *indirect service*, *advocacy*, or *research*.

Reflection: In this presentation, reflection is seen as the *connector between each stage of service* and as *summative* addressing any overarching essential question or inquiry that is a driving force of the total experience. Reflection includes cognitive and affective aspects, informs how the process develops, increases self-awareness, assists in developing future plans, and employs varied multiple intelligences.

Demonstration: As seen in this visual, student demonstration *captures* or *contains the totality of the experience* including what has been learned (metacognition) and the service or contribution accomplished. Beginning with investigation, students document all parts of the process, resulting in a complete and comprehensive ability to tell the story of what took place during each stage that includes key informative reflection. Students draw upon their skills and talents in the manner of demonstration often integrating technology.