

## Designing Service-learning Courses through the Analysis of Service-learning Course Syllabi and Faculty Survey

*This study explored the consistency in service-learning courses through comparing course syllabi and faculty survey in order to incorporate a service-learning course into the Home Economics practicum. The first step was to examine how consistent were between the reasons for choice of service-learning and importance of overall civic learning goals, between the importance of civic learning goals and educational objectives on syllabus, and between planned activities and accomplished activities. This study collected the descriptive and quantitative data from the syllabi for service-learning courses and a faculty survey at Texas Tech University. The major findings were that there was meaningful consistency between: the reasons for choosing service-learning and the importance of overall civic learning goals, the importance of civic learning goals and educational objectives, and planned activities on syllabus assignment and accomplished activities on the faculty survey related to course components. Future research regarding service-learning course design would be required in detail, and practice in designing service-learning courses would be consistent between the syllabus and performance in actual courses.*

Service-learning is set of combined courses, including learning activities in school and service activities in community. Students can provide not

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Adjunct Professor, Cho-Sun University, Gwangju, Korea  
(yjinkwon@nate.com)

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only service to the community, but also learn from activities and reflection (Crutsinger & Pookulangara, 2004). A service-learning course is a well-designed course, that provides opportunities for students to apply the knowledge and skills of academic courses to real life, to develop interpersonal relationships, and to utilize diverse perspectives concerning problem-solving in the community. This is accomplished through service-learning in addition to, internships, field trips, and a practicum accomplished in a real-world setting for building practical knowledge and skills. Service-Learning is an integrated course with content using service activities in order to provide opportunities for building community citizenship (Martin, 2001).

One of the examples in South Korea related to community in Home Economics is of a Healthy Family Support Center, and faculty in the higher education of Home Economics needs to teach students with practical knowledge and skills related to community through it. Green (1993) provides a model related to family function in Home Economics, which included contributions to the community using local resources and offering direct services. Other research suggests that students in Home Economics can understand the needs of community, and recognize the value of service through service-learning (McDonald, 1994; Paulins, 1999).

According to Martin (2001), service-learning can

help students share knowledge and skills to be good citizens as well as effective employees through the engagement of service in both school and community settings. Compared to community service, service-learning also has civic-related effects, including academic outcomes (Higher Education Research Institute, HERI, 2004). The National Standards for Family and Consumer Sciences recommends, 'Career, Community, and Family Connections' as a major content area in Home Economics (NASAFACS, 2008). Home Economists need to take responsibility to pay attention to the community needs, and to develop civic responsibility for student learning.

There have been some problems in service-learning courses (such as the decreases of course effectiveness in student outcomes) even though service-learning has additional benefits compared to community service in college campuses. Martin (2001) discussed graduation requirements to be considered as one of the reasons for dropping course effectiveness. Another reason could be the lack of skills by the instructor to integrate service-learning perfectly into courses. According to Astin *et al.* (2000), students may obtain less benefit from service experience if the faculty did not conduct service-learning properly. The Higher Education Research Institute (2004) reported a decline of service participation during and after the college years. This means service-learning courses did not play an important role to encourage students to participate in community activities. One of the reasons for those problems to be presented would be the lack of consistency between theoretical content and practical issues for designing courses, which would be the criterion for integrating them into service-learning courses based on course analysis.

#### PURPOSE OF THE STUDY

Much research has discussed the importance of the framework for service-learning course design (HERI, 2004; McCarthy & Tucker, 1999). McCarthy and Tucker (1999) reported that students were less likely to recognize a consistent form for service-

learning courses that integrated with service project and course content. The lack of studies regarding course design may result in limited guideline based on the conceptual framework of service-learning course design. There has been no study of how the faculty reflects internal philosophies for service-learning on a course through the syllabi.

This study explored the consistency between a course analysis based on syllabi and a faculty survey. The results would contribute to make some implications for designing a service-learning course in the Home Economics practicum. The purpose of this study was to analyze the relationship between the reason of a faculty for choosing service-learning and the overall importance of civic learning goals on a faculty survey. The second research questions would explore how the importance of civic learning goals in each component and educational objectives on the syllabi. Additionally, this study explored what kind of planned activities on syllabus and what kind of actual activities in the faculty survey. The research questions were as follows:

1. How consistent were the reasons for integrating service-learning into courses and the importance of overall civic learning goals?
2. How consistent were the average scores of civic learning goals for each component on faculty survey and educational objectives on syllabus?
3. How consistent were between planned activities on a syllabus and accomplished ones in the faculty survey?

- Preparation component
- Community service component
- Reflection component

#### LITERATURE REVIEW

##### *Service-learning*

Service-learning is defined as learning through community service and a subsequent reflection on the course (Kwon, 2007). Students can learn more through participation in community service and a

reflection of the events. It can extend student learning into aspects of physical environment and diverse opportunities for learning. The outdoor opportunities for learning such as community service, volunteering, field trips, and internships, show that service-learning is a very unique way to improve student learning (Furco, 1996). Community service, including volunteering focuses more community, while field trips and internships emphasize more academic learning.

Historically, the Morrill Act and Homestead Act of 1862 in U. S. increased public attention on community development (Speck & Hoppe, 2004), and the discussion by Dewey in literature regarding the basic concept of reflective thinking and learning contributed to the development of conceptualization of service-learning. The concept of service-learning gradually was developed through 1900s. In the 1970s, service-learning was clearly conceptualized based on the experiential learning movement (Ward & Wolf-Wendel, 2000).

Higher education has been actively accepted after the National and Community Service Act in 1990 and the National Community Service Trust Act in 1993. Currently, Campus Compact (a national organization for the federal support of service-learning courses in higher education in the U. S.) reported that 1,045 member institutions in the U.S. and 6,566,780 students participated in service-learning, providing 376,565,432 total hours of student service through service-learning courses in 2006 (Campus Compact, 2007). Even though there have been some myths regarding the understanding of service-learning, service-learning courses have dramatically increased in the field of education.

#### *Course Organization*

According to the study of McCarthy and Tucker, students (85%) who registered service-learning courses answered that the major reasons for choosing service-learning courses were an interest in the subject matter and willingness in service participation. However, many reported another reason as 'it was required as part of the major or minor requirements,' or 'to enhance my resume.'

When instructors design service-learning courses, they need to understand the psychology of students for selecting course such as subject interest, service interest, and course requirement issues. Howard (2001, p.16) discussed that one of the positive principles in service-learning pedagogy was to focus on academic credits rather than only service. This could contribute to determine how to conceptualize service-learning courses based on a specific service-learning model (Heffernan, 2001).

Campus Compact suggests six models for service-learning courses, including: 1) pure service-learning, 2) discipline-based service-learning, 3) problem-based service-learning (PBSL), 4) capstone courses, 5) service internships, and 6) undergraduate community-based action research (Heffernan, 2001). While community service involves students through student organizations, students in a pure service-learning course might serve the community from the classroom. Discipline-based service-learning courses are very popular and include community service related to course contents that reflect community experience through the semester. Major advantages for discipline-based service-learning are to link course content and community service, and students make sense of the connection. Astin *et al.* (2000) reported that student interest in specific subject matters could lead to positive service-learning experiences. That would be one of the reasons for providing many courses based on discipline-based service-learning to students.

PBSL empowers students to take consultant roles for working with community clients who have special cases or problems. Capstone courses are to usually provide to senior students in college because the courses pursue synthesizing course knowledge and service work in the community. The course can contribute to a student transition from college to work related to the community. Service internships are very similar to regular internships and students provide 10 to 20 hours of community work. Undergraduate community-based action research is comparable to an independent study in a regular course basis. Through the course, students can maintain close contact with faculty members to conduct research and community service.

The faculty needs to explain clearly how to relate the course content to civic outcomes in the design of service-learning courses. Researchers reported that teachers that taught service-learning courses were less likely than other teachers to explicitly teach course content related to civics (Billig, Root, & Jasse, 2005, p. 54). Relating to the explicit presentation for course organization, Howard (2001, p.16-19) recommends that students need to understand a learning role and responsibility for the course, while faculty should understand the instructional role. Instructors need to assist students to understand the relationship between departmental objective or university missions and community needs (Heffernan, 2001). The faculty provides learning strategies for students to understand simultaneous academic learning goals and civic learning goals (Howard, 2001). In addition, students need to know how to organize service projects and reflection activities based the learning goals in the courses.

Some considerations such as major reasons for choosing service-learning and service projects for the specific courses need to be understood when designing service-learning courses. There exists a need to select the models of service-learning based on the reasons and service projects based on civic outcomes by faculty and community members. Course organization is critically important for designing service-learning because those factors can contribute to the integration of course content and service practice and to the improvement of student learning.

#### *Course Design Component*

Howard (2001) proposed in his workbook, course design components such as learning goals, preparation for service, community service, and reflection. Learning goals are divided into academic learning goals and civic learning goals (Astin *et al.*, 2000; Howard, 2001). Students can obtain civic-related benefits as well as academic-related benefits from serving the community. The learning goals or objectives discussed by Howard are very important components in designing service-learning because the service-learning experience is strongly connected to learning goals (Heffernan, 2001). Howard

concludes that academic learning goals are to be involved in the community (based on civic learning goals in his workbook) are explained to include 1) academic learning, 2) democratic citizenship learning, 3) diversity learning, 4) inter-intra personal learning, 5) leadership learning, 6) political learning, and 7) social responsibility learning (2001, p. 40).

Other course design components are presented in Howard's literature such as preparation for service, community service, and reflection. Preparation activities for service are related to introduce community agencies and explain learning objectives for service (McCarthy & Tucker, 1999). Astin *et al.* (2000) reported that a community service component is influenced by the degree of preparation before participation in service. However, a study revealed 69% of the students who participated in survey were provided less than one-hour in preparation activities before participation in service, and among half of the students were provided no preparation for service (McCarthy & Tucker, 1999).

The difference between service-learning and generic community service is to be mediated to the extent of service by reflection process (HERI, 2004). Originally, the main function of reflection is to integrate service experience into the academic course material provided (Astin *et al.*, 2000). Kwon (2008) discusses a deeper meaning of reflection in Home Economics courses because of the increase of community connection, critical thinking, and transformative learning.

The HERI report revealed reflective discussions regarding service experience could lead some of the positive effects of service-learning on civic outcomes after college. The examples of reflection activities are class discussion, discussion with faculty, personal reflection on future papers, and personal diaries. Unlike community service, service-learning courses are likely to encourage discussions among students as a reflection activity (Astin *et al.*, 2000). Also reported was that faculty encouragement in class discussion as pre-service reflection, contributed to positive service-learning experience. Especially, class discussion can enhance students to reflect on personal experience through modeling, or faculty makes students with previous service experience to

belong to each group for reflection activities (McCarthy & Tucker, 1999).

Another way for reflection is to invite community guest speakers who can reinforce student reflection through service-learning courses. Quality and quantity of faculty contact with students in service-learning can reinforce learning regarding course contents, and strengthen the relationship between academic materials and service experience (Astin *et al.*, 2000).

As a course design component, there were learning goals, service preparation, community service, and reflection in previous literature. However, there exists a lack of studies regarding the importance of preparation for service and reflection components, even though almost all educators focused more service components. Service-Learning research needs to show how to design syllabus for service-learning, and how to connect each component in practical courses. Service-Learning courses can be useful for a Home Economics practicum depending on how to apply each component to courses.

#### *Syllabus Component*

Syllabus component includes heading, course description, introduction, course goals, course format, required reading, weekly schedules based on course contents, course assignment, performance evaluation, explanation of grading policy, and responsibility for learning (Eberly, Newton, & Wiggins, 2001; Heffernan, 2001). Some research has discussed additional components on syllabus of service-learning courses as: 1) rationale for choosing service-learning, 2) site and role of community service, 3) how service project relate to course contents, 4) how academic and civic purposes to be integrated into the course, 5) conceptualize service-learning, 6) share criteria for service-learning component in order to meet course learning goals, 7) responsibility of student learning, and 8) how reflection link service to course content (Heffernan, 2001; Howard, 2001). However, there were some problems related to service-learning course syllabus, regarding: 1) how to interact between faculty and students and between faculty and community

members, 2) responsibility of faculty and students in the course, and 3) lack of revision of syllabi to change (Eberly, Newton, & Wiggins, 2001). Sharing responsibility for learning between faculty and students is an important part for service-learning because the motivation (including feeling responsibility for personal learning) can make students change attitudes and practices. Practicum courses emphasize student change in attitudes and actions.

Self-efficacy is very important for student effectiveness in service-learning even though the main components for course design are service projects and reflection activities. Sometimes group discussion, class discussion, and faculty reassurance could be useful for prompting self-efficacy (Astin *et al.*, 2000; McCarthy & Tucker, 1999). McCarthy and Tucker suggest, cutting class early, field trips to community agencies, and inviting community guest speakers in order to designing effective service-learning courses. Integrated group activity into course design lets faculty consider how to train students with similar educational backgrounds in order to interact with diverse community members (Astin *et al.*, 2000; Howard, 2001). When faculty determine the agencies for service projects, a specific criterion is required for integrating them (Howard, 2001).

Course syllabus can be a tool for communicating between faculty and students (regarding not only service project and reflection activities), but also motivation or self-efficacy based on the responsibilities for student learning. Syllabus needs to be a direction for service-learning courses and requires a rationale of consistency between syllabus and actual course activities in service-learning courses.

## METHODOLOGY

### *Sampling*

Samples were contacted based on a list of service-learning courses and professors provided by a Service-Learning Coordinator at Texas Tech University (TTU) in the fall semester of 2006. This study would collect data from the service-learning course syllabi of Texas Tech University. Texas Tech

University is one of the Texas Membership University of Campus Compact. According to 2006 Service Statistics (Campus Compact, 2007), Texas includes 41 member campuses out of 1,045 national member campuses, 172.0 average hours per students (179.2 Ave. hours in National), and 264,439,344 total value of service out of 7,068,133,165 total national values of service. Texas is one of representative states among state membership service. After being asked to participate in the survey and 14 professors participated in the Course Analysis Survey and provided syllabi for 11 service-learning courses. All the participants were volunteers.

#### *Instrument*

The study used the Course Analysis Survey (CAS) to ask faculty for the syllabi of service-learning courses used for analyzing courses. The CAS measured the civic learning goals in course design components and selected course characteristics. Course information related to service-learning was used for the study from syllabi, such as learning outcomes, project related explanation, and preparation for service activities.

The study was approved by the Human Subjects Committee at Texas Tech University. The CAS for faculty used for data collection was developed by the researcher after a review of previous studies of service-learning. An interview with the Service-Learning Coordinator at the TTU contributed to the modification of the CAS instrument. The researcher participated in the *TTU Service-Learning Advisory Council* (SLAC) meeting with 13 faculty members on April 2006 to refine and modify the questionnaire. They commented on the response formats of the CAS and the selection of learning goals described by Howard (2001). The researcher revised the CAS instrument based on the discussion with the SLAC.

The CAS included questions regarding course characteristics (8 items), importance of learning goals in course design components (4 items), and course activities (4 items). The response formats of the CAS were five point Likert-type scales (1 = unimportant to 5 = important) in relation to the importance of civic learning goals and included open-ended questions related to course information

and activities. The syllabi were analyzed based on preparation, service, and reflection components.

#### *Data Collection*

This study collected data on course characteristics and activities to answer the research questions. A onetime data of the CAS for faculty was collected during the last week of the semester to ensure that the course analysis was based on actual courses taught rather than on course plans. The TTU Service-Learning Coordinator helped ask faculty members who teach service-learning courses to participate in the study. The survey was conducted after obtaining the permission of the professors and the researcher asked for the course syllabi from faculty as well.

#### FINDINGS

Depending on the research questions, this study found answers through the analysis of the service-learning course syllabus and the faculty survey. The research questions included: 1) How consistent were the reasons for integrating service-learning into courses and the importance of overall civic learning goals, 2) How consistent were the importance of civic learning goals for each component on faculty survey and educational objectives on syllabus, and 3) How consistent were the planned activities on syllabus and accomplished ones for each component as presented by the faculty survey?

#### *Reason vs. Importance of Overall Civic Learning Goal*

This study found that three essential reasons (among the several different ways) to answer the reasons to select service-learning courses were: service involvement, professional needs, and civic learning. Some courses such as IE 2331 (Professional Communications for Engineers) and LARC 4401 (Urban Design) provided additional explanations of the reason for integrating service-learning into courses along with educational goals for service-learning on their syllabi.

Table 1. Comparison of Reason and Importance of Overall Civic Learning Goals

Course	Importance of Civic Learning (score)	Reason for Choosing S-L
Arch 5384	(5) except academic, diversity, leadership (4)	Commit social aspect of architecture, utilize state resources, involve service as a profession
IE 2331	(5) except political (4)	Teach professionalism and civic responsibility, introduce design documentation and presentation process
Hons3301	political (1), academic, democratic, diversity (5)	Diversify students, make a difference in community, train pre-service teachers
Geog2300	leadership (1), diversity, political (5)	Involve service-learning, demonstrate geography related to community service
Edel5360	leadership, political (3), academic, democratic, social responsibility (5)	Social responsibility, being community members, share knowledge and skills for good, make a difference in the community
Aged 4308	(5) except democratic, political (4)	Experiential context to study organizational leadership and civic responsibilities
SW 3312	leadership (2), academic, diversity, personal, social responsibility (5)	Enrich learning, expose students to diverse life experiences, understand themselves and the world
PR 4312	democratic, diversity, leadership, political (3), academic, personal, social responsibility (5)	Hands-on experience regarding clients and student needs, do good in community, make better professionals and people
Larc4401	leadership (3), academic, personal, social responsibility (5)	Service project as a learning tool, extend learning opportunities
Hlth5313	(5) except political (4)	Academic benefits, teaching effectiveness
Hlth3313	(5) except political (4)	Academic benefits, teaching effectiveness

Civic learning goals provided by Howard are presented as: 1) academic learning to understand and prepare for involvement in the community, 2) democratic citizenship learning to be active citizen, 3) diversity learning to multi-culturalism in involvement in the diverse community, 4) political learning to prepare for involvement in political area, 5) leadership learning to relate leadership issues, 6) inter- and intra- personal learning to learn oneself and others, and 7) social responsibility learning to teach people about personal and professional responsibility to others (p. 40). The relationships between the reasons and importance of the overall seven civic learning goals were presented in Table 1.

The importance of overall civic learning goals in this study were divided into two different types of similar-importance and focused-importance. For example, the faculty in the ARCH 5384 (Community Design and Development Resources) course reported that the importance of the overall seven civic learning goals was a similar score (4 = important to 5 = very important) while the professor in the GEOG 2300 (Human Geography) course reported that their importance was different focused from 1 (very unimportant) to 5 (very important).

Table 1 revealed that the reasons for choosing service-learning and the importance of overall civic learning goals were consistent. Some faculty members reported low scores in the importance of political learning and leadership learning, while almost all faculty members commonly emphasized that academic learning and personal learning were important in the courses.

*Importance of Civic Learning Goal vs. Educational Objectives Related to Component*

The data in this study collected importance of civic learning goals in each component including preparation for service, community service, and reflection. Almost all faculty members provided an implicit explanation for each component, but two syllabi of HONS 3301 and LARC 4401 provided explicit explanation for each component on the syllabus. The faculty of some courses reported that importance of civic learning goals for three components was the same while some reported a different importance depending on the components. Syllabus information in some courses supported the importance of civic learning goals for each component, while some courses were not adequately

Table 2. Importance of Civic Learning Goals and Educational Objectives

	Pre	Ser	Ref	Educational Objectives
Arch 5384	4.4	4.4	4.3	Familiar to knowledge for community design and development issues, familiar to the relationship of community design and the profession of architecture, learned behavioral and organizational outcomes through written work and discussion
IE 2331	4.9	5.0	5.0	Analyze communication, deliver professional presentation, apply ethics and all forms of communication in profession, and relate community service to the engineering profession.
Hons 3301	2.6	3.0	2.9	Aware of and respect a multi culture in language, understand the concepts and terms in language, collect linguistic phenomena, demonstrate accountability and flexibility to work as a team of tutor and partner, reflect on the different experience of diversity, develop knowledge of language and culture <i>*Reflective activities and training information were presented on syllabus</i>
Geog 2300	2.7	2.4	3.0	Develop a definition of human well-being, identify of the world with high and low levels of human well-being, explain theories, evaluate proposals for reducing disparities in human well-being, identify characteristics of high and low levels of human well-being, understand structural factors affect human well-being, challenge misconceptions, articulate in writing how service-learning projects relates to class materials
Edel 5360	4.1	4.1	4.1	Develop lesson plans, select instructional resources for respecting diversity and promoting justice, demonstrate knowledge of teaching and learning of social studies, engage in critical and reflective inquiry, acquire knowledge and skills using multiple strategies for instruction, demonstrate the ability to work in collaborative relationships, integrate technology tools into teaching plans
Aged 4308	4.3	4.3	4.3	Recognize leadership theories, identify roles in leadership, develop effective characteristics of organizational leaders and members, assess leadership, determine and appropriate leadership decisions, and evaluate leadership decision results
SW 3312	3.7	3.9	3.4	Identify and apply human development theories, understand the impact of diverse experiences on human development and behavior, identify the connection between biological, psychological, and social factors on human experience
PR 4312	3.7	3.7	3.6	Analyze organizational communication and devise a plan of action, conduct research to direct communication efforts, communicate public relations activities through written documents, orally communicate a plan of action, manage time, people, money in solving problems; apply knowledge and use PR materials for achieving communication goals
Larc 4401	4.0	4.1	4.0	Explain and apply the landscape architecture site analysis process, apply regulations and standards, generate urban design solutions without conflicts and problems, effectively communicate site analysis and design issues in oral, written, and graphic presentations. <i>* Understand the complexity of real world problems, relate academic learning to applied learning, develop interpersonal communication skills, develop leadership skills, relate design to social responsibility, promote ethical reasoning, become familiar with professional roles related to civic roles</i>
Hlth 5313	4.7	4.7	4.6	Conduct a need assessment regarding health issues in community, examine the scope of health behavior, discuss the link between theory, research, practice in health behavior, discuss the rationale for targeted health behavior change programs, analyze theories and models to health education, synthesize a recent research article about selected theories and models, plan or evaluate service-learning projects to promote the health of population
Hlth 3313	4.3	4.6	4.6	Work as a contributing member, explain the meaning of a 'whole child' concept, describe health issues today, identify life style behaviors and other factors that impact health, examine how family, school, and community promote children's health, articulate specific steps to take positively impact health, plan and implement a service-learning project to promote health of children

provided. Table 2 illustrates the importance of civic learning goals on the faculty survey and educational objectives on the syllabus.

In Table 2, the number represented an average score in the importance of civic learning goals in each component, including preparation, community service, and reflection components. A high score shows that the average of civic learning goals were important for the component. The results (based on Table 2) revealed that almost all the faculty believed

civic learning goals in the community service component were strongly important, except GEOG 2300. In addition, scores of importance of civic learning goals in the reflection component were relatively higher than other components in the case of GEOG 2300 and HLTH 3313. The finding explained that courses focused on a reflection component compared to other courses, and they emphasized one theme (i.g. human well-being and health of children) in educational objectives in the syllabi.

Table 3. Comparison of Planned Activity and Accomplished Activity

	Preparation	Service	Reflection	Assignment
Arch 5384	Lecture, on-line chat	Research, assessment	Journaling	Journal, project report, reading response, lecture quizzes
IE 2331	Reading, discussion	Working with community	Reflective writing	Personal presentation, analysis, proposal, project, description, report
Hons 3301	Intensive training, pre-service reflection	Tutoring	Post-service reflection, weekly journal, final paper	Reflection, evaluation, weekly journal, discussion, final project, participation in tutoring
Geog 2300	Planning for participation, discussion	Tutoring, meal service, homeless families	Reflection paper, discussion	Service experience, team project, in-class assignment, reflection paper, class projects
Edel 5360	Research, case studies, speaker, video, news reports, literature	Teaching outreach program, participate in special program	Class discussion, presentation, writing, summary assessment by reflection	Survey, lesson plan, teaching portfolio, in-class reflection, participation in learning activity, student choice assignment
Aged 4308	Introduction to concept of service learning	Youth and children activities	Group reflection, presentation, reflection paper	Observation reports, film review, team service-learning activity, quizzes, exams
SW 3312	Discussion, community partner visit	Interview,	Small group discussion, reflection paper,	Weekly quizzes, service-learning project, reflection paper, exams
PR 4312	Volunteering, researching	Volunteering	Evaluation, team project	Background analysis, survey research, focus group research, campaign paper, campaign presentation, quizzes
Larc 4401	Reflection, journaling	Service experience	Group discussion, client meeting, surveys, journal activity, final presentation	Reading, quizzes, exams, assignment, projects, class discussion
Hlth 5313	Introduction to concept of service-learning and projects	Semester projects	Personal reflection paper	Participation, article briefs, service-learning projects, exams
Hlth 3313	Introduction to concept of service learning, reading assignment, lecture, class discussion, group activity, informal reflection	Group participation in community	Group Service-learning notebook, personal reflection paper	Exams, service-learning project, activities, assignments

#### *Planned Activity vs. Accomplished Activity*

Faculty made syllabus for courses before the start of the semester. So learning activities related to service-learning could be planned by the faculty before the course and the syllabus will show the planned learning activities. However, the real accomplished learning activities could be differentiated compared to syllabus. There was a strong work to make comparison between planned activities on syllabus and accomplished activities in faculty survey. Table 3 demonstrates the comparison of planned activity and accomplished activity.

There was a consistency between the planned activities and accomplished activities in service-learning courses. However, the study found the syllabi did not divide different assignments into specific course components. Course assignments

were provided in the syllabi, even though different components included different assignments. Another finding was that reflection assignments belonged to preparation components, as well as reflection component, including the title of pre-service reflection (HONS 3301), reflection (LARC 4401), and informal reflection (HLTH 3313).

All the courses that offered a community service option and assignments were limited, except EDEL 5360 that included a student choice assignment. The kinds of assignments for preparation component were discussion, research, and reading the class material, while almost all assignments indicated assignments in the reflection components such as a reflection paper or evaluation-related works. AGED 4308, HLTH 5313, and HLTH 3313 courses provided opportunities for introducing a concept of service-learning on the syllabi. It helps students to

understand why they connect the courses to service-learning before the start of service to the community.

#### DISCUSSIONS AND IMPLICATIONS

This study shows one of the principles in designing a service-learning course, which is a consistency between the reasons for the courses and importance of civic learning goals. The foundation based on the consistency supports a rationale for a courses design of service-learning. Home Economics has a rationale for an interest on the community as a human environment and on service as family members and citizen. Different civic learning goals are necessary depending on the courses in Home Economics. However, the courses require the consistency between the reason for choosing service-learning and the importance of civic learning goals.

Another consistency is needed between the importance of civic learning goals in each component and educational objectives in the syllabus. It may have different course components in service-learning such as pre-service reflection component or post-service transition component. However, each component to be selected in specific courses would be explained in the syllabus, as important or why they are important in specific components to improve student learning. Additional syllabi are needed for the explicit explanation of the concept of service-learning, service project in the specific course, and optional service assignments that students can choose.

The final consistency required is between planned activities and accomplished activities. It can be another tool for evaluating teaching effectiveness, as well as one of the learning outcomes. This study recommends another component, preparation for courses design. The component would include preparation for connecting to community members for service before the courses, or a teacher management process related to a community service network. Compared to other courses, service-learning courses may be needed more time and effort to prepare for the courses. However, teachers must share the responsibility for student learning,

even though they maybe need preparation for a course design component.

The government in South Korea pays attention to some ideas and policies, such as 'building healthy family', 'the globalization of Korean food' or 'the internationalization of Korean food'. Home Economists can support them because those ideas or policies need to start from an awareness of family and community lives. Service-Learning based on community service and reflection on the service experience can be helpful for practical courses of Home Economics in the sense of understanding community through direct participation as well as learning through applying course content to the community situation. To reach course goal of the research on consistency in service-learning courses is important.

There are some implications for future research beyond the foundational studies in Home Economics. First, future research needs to find the unique components in Home Economics and unique civic learning goals beyond the civic learning goals of Howard. In addition, research regarding community service reality or service-learning is necessary in South Korea. Finally, more studies for Home Economics practice are required in the relationship of how to apply and implement course design principles in Home Economics.

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## APPENDIX: Course Analysis Survey for Faculty

- 1) Course prefix & number: \_\_\_\_\_
- 2) Gender: \_\_\_\_Female \_\_\_\_Male
- 3) Is this course required or is it an elective?  
\_\_\_\_ Required for \_\_\_\_\_ majors \_\_\_\_ Elective
- 4) How many semesters have you taught service-learning courses including this course this semester?  
\_\_\_\_\_
- 5) What level of service-learning courses have you taught?  
\_\_\_\_ Undergraduate  
\_\_\_\_ Graduate  
\_\_\_\_ Both undergraduate and graduate level
- 6) How often do you participate in community service along with your students?  
\_\_\_\_ Never  
\_\_\_\_ Occasionally  
\_\_\_\_ Often  
\_\_\_\_ Almost always
- 7) What types of community service project(s) are included in this service-learning course?  
\_\_\_\_ Individual project(s)  
\_\_\_\_ Team project(s)  
\_\_\_\_ Entire class project(s)
- 8) Do you incorporate the official definition of service-learning used by Texas Tech in this service-learning course?  
\_\_\_\_ Yes  
\_\_\_\_ No  
\_\_\_\_ Unsure

Please circle the response that describes the importance of each learning goal in the design of the overall course and each course component.

7) How important is each learning goal in designing the OVERALL COURSE?

	Unimportant	-----			Important
A. Academic Learning	1	2	3	4	5
B. Democratic Citizenship Learning	1	2	3	4	5
C. Diversity Learning	1	2	3	4	5
D. Inter- and Intra- Personal Learning	1	2	3	4	5
E. Leadership Learning	1	2	3	4	5
F. Political Learning	1	2	3	4	5
G. Social Responsibility Learning	1	2	3	4	5

8) How important is each learning goal in designing activities that PREPARE STUDENTS FOR SERVICE?

	Unimportant	-----			Important
A. Academic Learning	1	2	3	4	5
B. Democratic Citizenship Learning	1	2	3	4	5
C. Diversity Learning	1	2	3	4	5
D. Inter- and Intra- Personal Learning	1	2	3	4	5
E. Leadership Learning	1	2	3	4	5
F. Political Learning	1	2	3	4	5
G. Social Responsibility Learning	1	2	3	4	5

9) How important is each learning goal in designing the COMMUNITY SERVICE COMPONENT?

	Unimportant	-----			Important
A. Academic Learning	1	2	3	4	5
B. Democratic Citizenship Learning	1	2	3	4	5
C. Diversity Learning	1	2	3	4	5
D. Inter- and Intra- Personal Learning	1	2	3	4	5
E. Leadership Learning	1	2	3	4	5
F. Political Learning	1	2	3	4	5
G. Social Responsibility Learning	1	2	3	4	5

10) How important is each learning goal in designing REFLECTION ACTIVITIES?

	Unimportant	-----			Important
A. Academic Learning	1	2	3	4	5
B. Democratic Citizenship Learning	1	2	3	4	5
C. Diversity Learning	1	2	3	4	5
D. Inter- and Intra- Personal Learning	1	2	3	4	5

	Unimportant	-----		-----	Important
E. Leadership Learning	1	2	3	4	5
F. Political Learning	1	2	3	4	5
G. Social Responsibility Learning	1	2	3	4	5

*Please respond briefly to the following questions about your service-learning course.*

- 11) What kinds of activities do you include in your course in order to PREPARE STUDENTS FOR SERVICE EXPERIENCE?
  
- 12) In what types of COMMUNITY SERVICE ACTIVITIES do your students participate?
  
- 13) What kinds of activities do you include in your course to give students opportunities to REFLECT ON SERVICE EXPERIENCE?
  
- 14) Why did you become involved in teaching service-learning courses?