



Service-Learning and the Framework for 21st Century Learning

What is the “Framework for 21st Century Learning?”

The *Framework for 21st Century Learning* is a unified, collective vision, developed by over 170 educational stakeholders, that can be used to strengthen American education. The *Framework* focuses on six key areas: core subjects, 21st century content, learning and thinking skills, ICT literacy, life skills, and 21st century assessments.

How does service-learning support this *Framework*?

Service-learning is an educational strategy that involves students in meaningful service to their schools and/or to society, while engaging them in some form of reflection and/or study related to the service. Well designed service-learning projects connect with, reinforce, enrich, and enhance what students learn in the classroom by providing them with opportunities to apply classroom content and skills to address real-world problems.

High quality service-learning projects are characterized by eight elements:

- **Meaningful service** – Service-learning actively engages participants in meaningful and personally relevant service activities.
- **Links to the curriculum** – Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
- **Reflection** – Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society.
- **Diversity** – Service-learning promotes understanding of diversity and mutual respect among all participants.
- **Youth Voice** – Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.
- **Partnerships** – Service-learning partnerships are collaborative, mutually beneficial, and address community needs.
- **Progress Monitoring** – Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.
- **Duration/Intensity** – Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

<p>d. Collaboration Skills</p> <p>e. Information and Media Literacy Skills</p> <p>f. Contextual Learning Skills</p>	<p>(4) As students work together to select, design, and implement their service-learning project, they develop and practice teamwork skills.</p> <p>(5) Background research for service-learning projects often requires students to use appropriate technology.</p> <p>(6) Service-learning projects may also offer students opportunities to make presentations involving the use of technology for peers and community groups.</p> <p>(7) Post-project presentations often involve using a variety of media – both oral and written.</p> <p>(8) The topics for service-learning projects grow out of issues/concerns students bring with them to class. By connecting these naturally with classroom content and skills, the teacher helps make learning relevant.</p> <p>(9) Research shows that students engaged in high quality service-learning programs are more engaged in their learning and become more engaged in school than students who learn in the traditional way. Through their involvement in service-learning, students answer the age-old question “Why do I have to know this?” for themselves.</p>
<p>4. ICT Literacy</p>	<p>(1) Background research for service-learning for service-learning projects often requires students to use appropriate technology.</p> <p>(2) Service-learning projects also offer students many opportunities to utilize technology in the preparation and presentation of information about their projects to a wide range of public groups.</p>
<p>5. Life Skills</p>	<p>(1) Service-learning gives students real opportunities to develop and practice effective leadership skills, including</p> <ul style="list-style-type: none"> - Performance character – diligence, self-direction, a positive work ethic, and self-discipline, and - Moral character – caring, respect, responsibility. <p>(2) Research shows that students engaged in high quality service-learning</p> <ul style="list-style-type: none"> - Become more self-directed

	<ul style="list-style-type: none">- Develop personal and interpersonal skills, and- Become more responsible
6. 21 st Century Assessments	(1) Service-learning lends itself naturally to a wide range of authentic assessments that focus on student competence (not what they have memorized, but on what they are able to do with what they have learned).

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