Appendix H

Service-Learning Models

At UMD, students are involved with the community in a variety ways. Students may conduct their service by working alone, in pairs, in small groups, or with their entire class. Five models of service-learning have been identified to summarize the ways students participate in the community.

**Placement Model**
Students choose from among several placements that have been chosen for their courses. They usually serve at the selected sites for 2-3 hours per week throughout the semester. The service students provide is the conduit to their learning; they gain access to the populations or issues related to their courses and, in return, provide needed assistance to the organizations and/or their clientele.

**Presentation Model**
Students in particular courses will conduct research and utilize classroom learning to create presentations for audiences in the community. The Service Learners work in small groups and choose from among several sites, which have been set up by the Office of Civic Engagement. Sometimes faculty members require students to do their presentations more than once; others have them present in class before going to the community.

**Product Model**
In some courses, Service Learners - working alone or in groups will create a tangible product for their agencies such as educational publication materials (brochures, pamphlets), video/podcast, educational games/activities, etc.

**Project Model**
Service-learning groups would collaborate with community members to devise and implement a project. Examples could include a food drive, developing a marketing plan for a community agency, coordinating a fair, or a mini-conference that includes several learning stations or short workshops. Service-Learners work in groups to coordinate all aspects of the event; they gain leadership skills and a greater knowledge of course content.

**Public Advocacy Model**
Advocacy, which could also be described as the pursuit of influencing outcomes—including public policy and resource allocation decisions within political, economic, and social systems and institutions—that directly affect people’s lives. Students would be working directly with an agency specific to the assignment or advocacy piece needed by the agency. The role of the instructor is to serve as a liaison, guide, and mentor for the student and the agency. The underlying goal of advocacy-service learning is a desire to make a difference by improving policies and practices as well as specific behaviors.