

Service Learning- Lit Review

Service Learning-defined	Internship Model	Typical	Alternative	Individual Development
Service- learning terminology has emerged in the past 10 years, and – the authors are unknown (Sigmon, 1979, p. 9).	In the 1960s service learning was popularized through an internship model and was defined as the integration of the accomplishment of a public task with conscious educational growth (Sigmon, 1979, p. 9).	A typical service-learning activity was a 10- to 15- week full time experience in which students carried out work tasks in communities while also receiving academic credit and/or financial remuneration (Sigmon, 1979, p. 9).	Voluntary action and experiential education programs have grown steadily in this country during the past decade (Sigmon, 1979, p. 9).	All six styles have in common an emphasis on individual development (Sigmon, 1979, p. 9).
Service-learning represents the coming together of many hearts and minds seeking to express compassion for others and to enable a learning style to grow out of service (Sigmon, 1979, p. 9).		Programs based in public need settings add service to others as a major dimension (Sigmon, 1979, p. 9).	Service- learning rarely has been examined carefully as a style and has been much overshadowed by more popular program styles: (Sigmon, 1979, p. 9). <ul style="list-style-type: none"> • Classroom based experiential education in the form of simulations • Career exposure and life-style planning programs, part of the massive 	As providers, our degree of control over services and service systems is excessive in most instances (Sigmon, 1979, p. 11).

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			<p>career education movement</p> <ul style="list-style-type: none">• Outward Bound programs and their counterparts using outdoor and wilderness settings• Cooperative education an example of the vocational programs placing students primarily in the “for profit” settings• Adult self-initiated learning exercises without the aid of educational institutions• Programs rooted in public need settings, including voluntary action programs, public service internships academically	
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			based field practica and some work study programs	
The term service-learning is now used to describe numerous voluntary action and experiential education programs (Sigmon, 1979, p. 9).		Greenleaf definition requires attentive inquiry with those served and careful examination of what is needed in order to serve well (Sigmon, 1979, p. 10).		We are called to invent ways to engage those to be served, and that primarily has to be on their turf and terms (Sigmon, 1979, p. 11).
Three fundamental principles of service learning and several tools for practitioners who are involved with service delivery and learning programs (Sigmon, 1979, p. 9).		Mutuality is an important dimension in learning (Sigmon, 1979, p. 11).		Servant leaders are people who formulate visons, arrange the structures and manage the action within the spirit of the service-learning principles (Sigmon, 1979, p. 11).
<p>Principle one: Those being served control the service(s) provided</p> <p>Principal two: Those being served become better able to serve and be served by their own actions</p>				

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Principal three: Those who serve also are learners and have significant control over what is expected to be learned (Sigmon, 1979, p. 10).				
(Robert Greenleaf, Servant Leadership, 1977)- defines service as it is used in this service-learning formulation (Sigmon, 1979, p. 10).				