Principles of Good Practice in Community Service Learning and Pedagogy

Contributed by Jeffrey Howard, Ginsberg Center for Community Service and Learning, University of Michigan.


- Academic credit is for learning, not for service.
- Do not compromise academic rigor.
- Establish learning objectives.
- Establish criteria for the selection of community service placements.
- Provide educationally-sound learning strategies to harvest community learning and realize course learning objectives.
- Prepare students for learning from the community.
- Minimize the distinction between the students’ community learning role and classroom learning role.
- Re-think the faculty instructional role.
- Be prepared for variation in, and some loss of control with, student learning outcomes.
- Maximize the community responsibility orientation of the course.