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Abstract

Offering meaningful service to the community while engaging in active learning is a pedagogical strategy that has come to be known as service-learning. Both learner and the community are mutual recipients of benefits derived from the process. The fundamental question that remains is, 'How do we assess the learner in this non traditional scenario?' For this pilot study this present paper attempts to provide readers with some contemporary tried-and-tested ways for assessment of service-learning based on the researcher's experiences with learners at a tertiary educational institution in a Caribbean setting where tourism is the main source of foreign exchange. It is hoped that the varied methods discussed serve as a catalyst for developing innovative methods of assessment in service-learning thereby advancing knowledge in this field.

Key Words: Service-learning, assessment, learner, community.

Introduction

Service-learning operates under several different titles, for example community-based learning, volunteerism, internship, community service, youth service, peer assistance, national service and experiential education to mention a few. Nevertheless, service-learning continues to play a greater role in the education process as it combines learning objectives and service objectives with the intent that there is mutual benefit for both the recipient and the provider of the service. By combining service tasks with structured opportunities that incorporate self-discovery, self-reflection, technical skills and the acquisition of values, service-learning allows educational institutions to positively impact communities for good.

The National Service-Learning Clearinghouse (2012) posits that service-learning is a 'teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and

strengthen communities'. Any teaching and learning strategy must be assessed to determine its effectiveness and identify areas for future improvement. Hence the need to consider various forms of assessment in service learning particularly as students appear to be continually preoccupied with their assessment outcomes.

Taking care of children at a children's home; working with the sick at a hospital; assisting in an office; peer teaching; feeding the homeless; cleaning the environment; and offering suggestions to prevent traffic congestion are a few examples of offering service to the community. There is no restriction on the age of the participants. Learners from K-12, high school and tertiary educational institutions may participate in service-learning.

The nature of service to the community is not limited. Service may entail actual routine hands-on activities to highly specialized activities involving innovation where communities are renewed and invigorated and recipients undergo paradigm shifts. Service-learning may be informally or formally integrated into the curriculum. When done properly students make a connection between classroom learning and the wider community and improve their academic grades. Students become active participants rather than passive recipients. Students are educated for life as caring responsible citizens rather than simply for a personal career. Students appreciate their worth as valuable to community life and this has far reaching implications for their future role in the community in which they reside and raise their families. In the process, the responsibility of an educational institution for public engagement is addressed. A life long culture of service is nurtured, nourished and encouraged.

This researcher is a testimony of the potential of service-learning. More than 35 years ago as a freshman at university, this researcher founded, organized and managed a

Sunday School designed to reach the underprivileged children of working class people in the neighbourhood of the university. At that time, this kind of work was considered voluntary work and no college credits were offered. Student, faculty, community and institution benefited from the venture. More than twenty years after leaving university young adults, who were children then, expressed their appreciation for the work done by this researcher.

Results of a survey done by Hesser (1995) of 48 college faculty from diverse disciplines and institutions support the hypothesis that there was a change in faculty attitude from skepticism to affirmation as a result of liberal arts and disciplinary learning derived from field study and service-learning. So remarkable was the attitudinal shift that it was proposed that experiential learning and reflective practice become established in higher education.

As a result of service-learning attendance at school was increased and students develop personal and social responsibility. Teachers and facilitators enhanced their professional development. Educational institutions were integrated into the community and seen in a more positive light. Basically, it is a *win-win* situation if the time and effort are expended in properly implementing it.

The interpretation, objectives and contexts may be different but all service-learning seeks to combine service to the community with intentional learning objectives and bring about changes in both the service recipient and service provider. Perhaps stating what service-learning is not might clarify the concept even better. The National Service-Learning Clearinghouse (2012) states that service-learning is **not** 'an episodic volunteer program, an add-on to an existing school or college curriculum, logging a set

number of community service hours in order to graduate, compensatory service assigned as a form of punishment by the courts or by school administrators, only for high school or college students or a one-sided: benefiting only students or only the community.'

As an evolving area, there are different interpretations for service-learning that are often related to different objectives and contexts. However, basically, service-learning seeks to amalgamate both service and learning objectives. Arising out of the process both recipient and service provider experience benefit from the experience. There are numerous ways of intentionally blending structured learning with everyday service tasks to ensure that skills like civic responsibility, management, organization, reflection, self-discovery are honed during the process. Learners have the opportunity to develop as they reflect on their personal and career goals as educational institutions build partnerships with industry. The hope is that learners would have better comprehension and appreciation of relevant concepts in real-life settings where it is hoped that later recipients could seamlessly integrate into the community and enter partnerships to pursue personal life-long goals. Both learner and community are transformed for the better. Learning is enriched, and communities are strengthened. In this way the drudgery could be minimized from what would normally be considered as routine work into an exciting adventure that relates knowledge acquisition and innovation with getting the task done. The old saying 'hear and forget, see and remember, do and understand' take on new meaning in service-learning. But the question still remains, 'How can service-learning be assessed?'

Literature Review

In America the National and Community Service Act of 1990 conceptualised service-learning as an experience that 'promotes learning through active participation in service experiences, provides structured time for students to reflect by thinking, discussing and/or writing about their service experience, provides an opportunity for students to use skills and knowledge in real-life situations, extends learning beyond the classroom and into the community and fosters a sense of caring for others'.

Numerous are the goals of service-learning. On his webpage (and the list continues to grow from public suggestions), Cooper (2007) identifies the following goals of service-learning: to enhance student learning by joining theory with experience and thought with action; to fill unmet needs in the community through direct service which is meaningful and necessary; to enable students to help others, give of themselves, and enter into caring relationships with others; to assist students to see the relevance of the academic subject to the real world; to enhance the self-esteem and self-confidence of your students; to develop an environment of collegial participation among students, faculty, and the community; to give students the opportunity to do important and necessary work; to increase the civic and citizenship skills of students; to assist agencies to better serve their clients and benefit from the infusion of enthusiastic volunteers; to expose students to societal inadequacies and injustices and empower students to remedy them, to develop a richer context for student learning; to provide cross-cultural experiences for students, to better prepare students for their careers /continuing education; to foster a re-affirmation of students' careers choices; to keep them in class and serve as a tool for retention; to give student greater responsibility for their learning; to

help students know how to get things done; to impact local issues and local needs and to do something, anything.

Students have the rare opportunity to link personal and social goals with cognitive and developmental goals. With attributes like the aforementioned the question that naturally presents itself is, 'How can these attributes be measured in an unbiased manner in order to accurately assess the student's work?' The assessment may be done for diagnosis, mastery, placement, selection, determination of current status or achievement. Whatever is the reason, it seems a fairly difficult task to have in place an assessment system that adequately does justice to the many varied qualities expected to be honed from a service-learning experience. This is the main objective of this present paper as it attempts to grapple with the multiplicity of issues connected with assessment of service-learning.

To add to the dilemma of assessment of service-learning, Eyler and Giles (1999) perceive service-learning as 'a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves'. Clearly, assessing what takes place in a cyclical process has its inherent challenges. As experience enhances understanding and understanding leads to more effective action, the questions that one can immediately pose are, 'Where in this cycle does the assessment take place?'; 'How does one interpret an assessment of an assessment?'; 'What weightings would one use to ensure that justice is meted out to the student who desperately tries and spends long hours on a task and

appears to get nowhere?'; and 'Should assessment be determined by time spent on the project or by deliverables?'.

Further, because service-learning takes place in a cooperative collaborative environment and promotes skills associated with teamwork, community involvement and good citizenship, the question of assessment that reflects the individual participation becomes even more difficult. How does the assessment process disentangle the individual component from the group component in such a manner as to accurately reflect the individual's contribution to the whole process?

Then too because real meaningful experiences tend to be personal to the individual the issue of assessment becomes increasingly challenging to manage. What may be of interest to one individual may not be of similar interest to another. At the very extreme, what may be of interest to one individual may not be of any interest to another. Because personal interest has the capacity to drive motivation which in turn could fuel achievement the question of unbiased individualised assessment becomes even more intricate.

In a regular classroom setting issues are simplified for the sake of zeroing in to predetermined concepts to be taught. By contrast, in a service-learning setting problems are not simplified. They are real-life problems with multifaceted components that simultaneously occur in complex settings in which it is impossible to disentangle specific components for simplicity. Clearly, assessment in a scenario of this nature creates its own inherent complexities.

While service-learning offers numerous opportunities to hone critical thinking skills, lateral thinking skills, divergent skills, creativity skills and moral development

skills (Bernacki & Jaegar, 2008) the measurement of these skills have always proved problematic. Students face problem solving situations in a real-life community setting from which they are expected to gain specific content knowledge. Identification of critical issues in a real world situation and staying on course may present a challenge for many students. This contrasts with a simplified situation in a classroom where students use specific textbooks that have carefully selected and graded examples to teach predetermined concepts in a step-by-step manner without taking into consideration the myriad of factors operating simultaneously in a real-life situation. In the case of a textbook focus, students are expected to draw abstract generalized knowledge that may or may not relate to any experience they have had or expect to have. Clearly, assessment in such a situation appears more straightforward and simplified.

A revised edition of Introduction to Service-Learning Toolkit: Readings and Resources for Faculty, offers up-to-date writing and resources on service-learning. Information is available about learning theory and pedagogy as well as practical guidance on the implementation of service-learning in the classroom. There is information on community partnerships, student development, and redesigning curriculum, the connection between service-learning and civic engagement and community-based research. Numerous authors offer their expertise on different aspects of service learning. Among them Gelmon et al (2003) share invaluable information about building and sustaining university-community partnerships.

Needless to say in situations where there are right and wrong answers readily available from the back of the textbook assessment could be a straightforward process. However, in service-learning situations where in many instances there is no right and

wrong, no black and white but shades of gray, assessment becomes extremely problematic and complex. Results may not be as expected. Learning becomes deep rather than superficial or surface and so does the kind of assessment required. Assessing a euphoric immediate experience is quite different from measuring a delayed subdued experience. Similarly, assessing an experience of personal interest is quite different from assessing an experience to which one may be indifferent. By the same token, assessing an experience that generates emotional consequences is quite different from one that has little expression of emotion.

With a single classroom assignment assessment is fairly straightforward. In service-learning there is the question of having a fair assessment when different students are working on different projects and are experiencing different challenges. How do you assess work done when there is cooperation and asses the same work when there is no cooperation? How do you assess what students write in their journals? Bringle et al (2003) provide an extensive compilation of scales that may be used when assessing students in service learning activities. Measuring a variety of constructs, like attitudes, moral development and critical thinking their scales prove to be useful. With sufficient information on measurement theory readers receive background information to assist in their broader and deeper understanding of important concepts. The multifaceted nature of service learning mandate using multiple-item scales that may be evaluated for reliability and validity.

Finally, how do you assess reflection-in-action and reflection-on-action activities? Clearly, the role of reflection in service-learning cannot be overemphasized. Glenn and Nelson (1988) posited that despite the fact that 'an encounter has the potential to develop

key perceptions that foster personal growth, it is only when the experience is thoughtfully considered and analyzed that generalizations are formed to influence future action'. As students reflect on their involvement in the community in a manner as to gain further understanding of course content and of the discipline and its relationship to social needs and an enhanced sense of civic responsibility (Bringle & Hatcher, 1996) they gain useful insights from the experience. By contemplating their service activities, students have the potential *'to reformulate assumptions, create new frameworks, and build perceptions that influence future action'.* By the same token the researchers posit that if students fail to seriously meditate about their service, their experiences may support presuppositions, reinforce stereotypes, and fail to critically guide future. Correia and Bleicher (2008) recommend the use of 'reflection markers' (particular words and phrases facilitating the reflection process) in helping students make sense of their experiences in service-learning. Assessment of reflective activities is another issue to be more fully addressed in the present paper.

Research Design

The sample comprised all six students taking the course STAT 301 from a tertiary institution in the Caribbean setting where tourism is the main source of foreign exchange. Most of the students had family, societal, work and personal commitments. They were all adults over 20 years old. Four were females and two were males. Student enrollment was low for that semester because of a number of factors including the cyclical nature of the courses offered on that campus along with clashes of other courses offered options required as mandatory for graduation that Fall.

All students of the sample were fully employed in industry and attended the

institution on a part time basis, mainly after 4pm or on Saturdays. The students pursued

bachelor's degrees in Business Management, Human Resource Management, Accounts

and Nursing. The education institution was positioned in the downtown area close by to

their workplaces. In fact, one student worked at a facility directly opposite the

educational institution. Using specific predetermined guidelines each student was

expected to identify a real-life problem at his/her workplace or another workplace. The

problem had to be one that was deemed useful in improving life at that workplace. The

problem had to service the community in a tangible manner. Collaboratively, the students

made input into a marking scheme that detailed points to the total of 100 for various

aspects of their service-learning experience (Exhibit 1). While the sample size may

appear small it represented 100% of the student population for that semester, indicating

that findings in this pilot study need to be seriously considered.

Methodology

On a weekly basis, for the duration of the Fall semester, each student was offered

an opportunity to present a ten minute report to the group on the progress of their

individual community service work. The objectives of the community service work, the

design and proposed plans were repeated on each occasion to cause listeners to focus on

the specific project at hand. During each session students assessed their peers using

Exhibit 2. The emphasis was on the process rather than the product.

This researcher collected all the assessment sheets after each session and kept

them on file. This formative assessment contributed to the final summative assessment

(Exhibit 1). At each session there was in depth questioning and class discussion that allowed each student to clarify their own thoughts and amend their methods accordingly. Each student kept a log book and self assessment schedule detailing events as they occurred (Exhibit 3, 4). Additionally, each student journalled his experiences after reflection on the experiences gleaned at each encounter at their workplace (Exhibit 5).

The process of reflection took place at two levels which according to Schon (1983) are reflection –in-action and reflection –on-action. In the first instance, students did reflection-in-action while they were engaged in their tasks at hand. That process allowed them to reshape what they were working on, *while* they were working on it. For the students, it is like on-going experimentation that facilitates finding a viable solution. Actions are reasoned and purposeful rather than "trial-and-error". Should an action appear to be erroneous or tend to be leading away form the intended objective and is not working correctly then the student engages in a conscious action of "reflection" at that point in present time. Learning issues are critically questioned on the assumption of the knowledge in action (what is known about doing something that we may omit when describing actions) as it leads to offering information pertinent to the objectives at hand. As 'surprises' occur while accomplishing tasks students are forced to question how those 'surprises' happened given their trend of thought. Old models give way to new ones. Clearly, this in turn leads to the student finding out what is different and how thinking can be changed to address the new tasks. Inevitably, more information is gleaned from the tasks at hand. For example, while conducting interviews students realized that questions phrased in certain ways provoked certain types of answers that were not necessarily helpful to the task at hand. In those instances, students learned how to phrase

questions to illicit the kind of information needed but the process may not be reported on during their write up of their community service.

The next level of reflection was reflection-on-action occurred at the end of the process usually during the evaluation of their reports. There lessons learned, best practices, do's and don'ts are reported on in a reflective manner. According to Schön (1983:26), "We reflect on action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome" . Students were encouraged to follow the four steps outlined by Schon (1983) *viz.*

1. A critical incident is chosen. The incident could be something that the student believes he *finally* did correctly after much effort or it could be something that even in the end the student thinks he did not do very well. More likely this incident would be identified during the process of the community service by the comments of the peers, teacher or persons in the community.

2. The student then thought about the components of that incident from two different time frames. For example, if it's something with which you struggled and were proud of the accomplishment in the end, then the student tried to find that "*light bulb"* that helped him understand it or make sense of it. The student explored what it was like before that time and what it was like after that time. From the next time frame the student would consider something that he did not master. He would think about what he did and what he would have liked to have done. From these two standpoints the student would write up what may be considered a personal discussion paper that is really a conversation with himself as he reflects on issues.

3. The student then discussed the thinking process that either existed, or needed to exist, between the two time frames outlined above. He identifies what was not right in the knowing-in-action by specifying pointed examples. Resource materials like textbooks, handouts and The Internet may be used to assist in explaining the incident.

4. Finally, the student summarizes the lesson/s in such a manner that the next time his knowing-in-action or reflection-in-action will be different from what occurred during the process and will reflect your new understandings of the issues at hand.

An instrument facilitating reflection on the part of the student was shown in Exhibit 5. Finally, Exhibit 6 allowed the community representative to share experiences about the community service offered.

Results

Clearly, it would not be possible to detail the work of all students. Nevertheless, general comments that epitomize all the work will be presented in this section. Overall participants felt satisfied about the experience. Some supporting comments were: 'This makes it all so real, alive and interesting'; 'Working in the community gives me a sense of satisfaction and purpose'; 'I have the opportunity to see textbook concepts in practice in a real-life environment';' I never thought this would be so much fun!';' The instruments helped me to focus on my tasks'; 'Reflection is a powerful instrument that can be used in every area of my life'…. Community personnel had much to say. A selection of some of their categorized comments were, 'This is awesome!...To think that we both benefit form this experience is incredible', 'At first I was skeptical but now I would recommend this to anyone….' 'If this were in existence in my college days more than half of the boredom of work would have been removed…'

Discussion

Service-learning seemed to be the way forward for this researcher's small group of multidisciplinary part-time adult students in a tertiary educational institution in the Caribbean region where service to the community is hinged on the country's gross domestic product. Traditionally, integrating community service into the normal curriculum was unheard of in this area until recently. Educational institutions operated as distinct bodies from communities. Any form of overlap in goals was treated in a

theoretical manner. Hence, for this group of adult students service-learning was considered new and innovative. Perhaps, the Hawthorne Effect may have to some extent accounted for the tremendous success of the venture. Having to visit communities during what would have normally been time spent sitting listening to a lecture or doing an individual assignment seemed to offer pleasure on the part of students. Many reported that they were having so much fun that they could not believe they would be awarded grades that would count towards their final grade point average.

Like any other venture students identified several advantages and disadvantages they personally encountered during their service-learning experience. All students reported that service-learning enhanced their personal learning by connecting the dots between theory and practice. They disclosed that their thoughts found outlets in their actions and the cycle continued each time enriching the total experience. Service-learning allowed them to develop a richer context for their learning. Students were delighted to realize that they were in fact giving of themselves while making a tangible contribution to the community in which they lived and operated on a daily basis. The students were certain that the relationships they formed were mutually beneficial and would serve them throughout their lives.

Some students recounted meeting past acquaintances whom they thought they would never have encountered in life again. Service-learning offered them the unique opportunity to spend quality time doing mutually beneficial tasks in a comfortable caring, friendly environment. Since tourism is the major source of foreign exchange in the country students had the opportunity to meet several foreigners who provided a rich cross-cultural experience for them. Additionally, the students reported getting to know

each other, learn from each other and develop that spirit of collegiality not only amongst themselves but with faculty.

Students were excited because service-learning exposed them to their own hitherto unknown societal inadequacies and injustices. They perceived themselves empowered to remedy the ills they saw. What was even for the students was the fact that they had the rare opportunity to connect their social and personal goals with their own cognitive and developmental goals to their advantage. Any link that connects that which is personal and developmental is always appreciated by the recipient.

Since students had numerous opportunities to reflect on their experiences during and after the process they were able to make connections between academia and the real world. By making these connections their self-confidence, self-efficacy and self-esteem was boosted. Relating classroom experiences to the real world of work no longer was a chore to be avoided but a pleasurable experience since the community was already making their work public to their admiration. Thank you cards and words of heartfelt expressions continued to be showered on the group. The effect was magnified by virtue of the small size of the community and the myriad of unofficial ways spread from person to person.

Many were the skills honed by the group: ethics, citizenship, civic mindedness, caring, compassion, communication, persistence, self directed learning, self esteem, tolerance, reliability, proactivity, knowledge generation, regularity, entrepreneurship, mutual respect, editing skills, methodological skills, punctuality, governance, organizational skills, appreciative inquiry, management skills, character, teamwork, motivation, service,   social skills, conflict management skills, diagnostic skills,

production, creativity, self assessment, peer assessment, authenticity, decision making

skills, empathy, neatness, lateral thinking, divergent thinking, discipline, positive attitude,

responsibility, multi tasking ability, self control, interpersonal skills, technical skills,

reporting skills, wisdom, self efficacy, technology skills, presentation skills, integrity,

accountability, confidence, personal development, strength, flexibility, metacognitive

ability, excellent attention span, active listening skills, civic mindedness, decisiveness,

industry, being personable, environmental consciousness, professionalism, decision

making skills, power effectiveness, efficiency, vision commitment, abundance mentality,

trust, leadership, emotional intelligence, high order thinking skills, workload sharing,

collaborative skills, research skills, question framing skills, problem solving skills, self

discipline, self-direction, innovation, authenticity, hands-on practical skills,

interdisciplinary learning, competence, excellence, citizenship, mutual consideration,

excellent time management, brain storming capacity, keen identification of learning

issues, reflection, knowledge transfer, knowledge application, cooperation, openness,

mediation skills, negotiation skills and life long learning. These skills were seen as

enabling students to take responsibility for their own learning and assist them in making

informed career choices as they prepare them for their future careers. All students

reported feeling useful to others as they were able to be directly involved in local issues

and service local needs.

While students testified of the myriad of benefits of service-learning and the

successful partnerships they were able to establish others had their personal challenges.

Some students experienced difficulty in interacting with certain members of the

community who appeared to be unfriendly and thought they were being interrogated and

undermined for some sinister ulterior purpose. Accordingly, they felt uneasy about their

personal assessment and the assessment from such members of the community. In cases

like these this researcher had to intervene to reassure them that unpleasant experiences

could be used to develop character rather than undermine self-esteem. Needless to say,

reassurance was more difficult with introverted students who already had personal issues

with dealing with the general public.

Then there was the continuous challenge of adjusting to changing environments

especially in instances where there were staff changes during the progress of the

community service. New arrivals had to be briefed about the nature and significance of

the community service and the anticipated benefits that the organization envisaged.

There were always those in an organization who felt that having students work alongside

them was a source of hindrance and mentoring took too much of their personal time that

could have otherwise be used to get on with the organisation's day-to-day business.

Keeping time schedules posed a challenge to certain students. Journaling was

new for a few students who had to get used to the practice. Developing lasting

partnerships in the community; accepting critique; respecting differences; appreciating

image-based approach to research (photography, drama and drawing); teamwork and the

honesty element in self and peer assessment needed for success posed a challenge to

certain students who had to be individually counseled by this researcher.

Conclusion and Recommendations

'What is important gets assessed and what get assessed is important', says an old

adage. Despite all the virtues of service-learning extolled by the students the full impact

of service-learning could not be realized unless there was some form of meaningful

assessment to tell the tales to others. The multifaceted nature of the process demanded a multifaceted method for assessment to capture all the nuances that arise along the journey. Clearly, this is a challenge that cannot be easily side stepped.

This researcher designed, pilot tested and implemented a number of assessment instruments that proved to be invaluable in extracting and documenting the skills honed by students formatively and summatively. Many of the assessment instruments were reported as generic as possible to allow readers to modify to suit their personal needs and situations. What is evident is the fact that when students know that the contribution they make to their community counts to their personal benefit (especially their grade point average) they are encouraged to give of themselves even moreso than in a traditional classroom setting.

By having a three prong approach to assessment: self, peer and coordinator, students felt they were more fairly treated. Critics of self and peer assessment who view with skepticism contributions to the overall assessment are well advised that the proportion to the whole process may be modulated by the facilitator in keeping with observations of the specific cohort under discussion. Students left the course feeling understood and accepted for who they really were. Grievances were sorted out as they arose thereby minimizing the possibility of a build up that could have been explosive and confrontational. In summary, student, educational institution and community benefited from the experience in more ways than perhaps this researcher could ever report. By reporting in as generic a manner as reasonably possible, it is hoped that the varied methods discussed serve as a catalyst for developing innovative methods of assessment in service-learning. Broken lines appear in exhibits to indicate the possibility of inclusion

of additional information as required by the reader. Finally, it must be pointed out that

despite the challenges of staff time and capacity to train and supervise participants,

timing, project management and academic calendar issues among others the entire

experience was more than worthwhile. Future research may wish to consider the value

added effect of various assessment strategies to the service-learning experience.

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Exhibit 1
Self Assessment of Service-learning Experience

NAME---

STUDENT'S ID--

DATE---

COURSE --

GROUP--

SELF ASSESSMENT

As discussed it is useful to assess your own performance for a number of reasons. Here is your opportunity to assess yourself.

Insert YOUR score for each question in the space provided. PLEASE LEAVE ALL OTHER SPACES BLANK. Thank you!

#	Areas	Total mark	MY mark	EX'S mark	COMMENTS FOR IMPROVEMENT
1	Identification of Objectives	10			
2	Significance of project	5			
3	Identification of tasks	5			
4	Management of tasks	10			
5	Deliverables	10			
6	Community impact	10			
7	Interpersonal relationships	10			
8	Log Book	10			
9	Journal Notes	10			
10	Reflection	10			
11	Presentations of work to group during the semester	10			

	TOTAL	100			

Note: Details of agreed specifications for each area is available upon request from the author.

Any other information--

(http://www.eenet.org.uk/key_issues/assess_exam/inclusive%20assessment.doc).

Exhibit 2
Peer Assessment Template

Date------------------------------
Project Title -------------------------------- Host Institution--------------------------------------
Student Name ------------------------------ Assessed by (Peer)------------------------------------
Checked by --------------------------------Rechecked by---
Coordinator--
Community representative ---

Directions: On a scale of **1 (poor) to 5 (outstanding)** assess your peer as fairly as you can by **ticking (√)** under the appropriate area.

RATING SCALE (1= POOR, 5 = OUTSTANDING)

#	Selected Desirable Qualities	1	2	3	4	5
1	Attendance at meetings					
2	Contribution to tasks					
3	Innovativeness					
4	Recording skills					
5	Reliability					
6	Interpersonal skills					
7	Creativity					
8	Communication					
9	Management					
10	Flexibility					
11	Reflection					
12	Listening skills					
13	Technical skills					
14	Openness					
15	Teamwork					
16	Critical thinking					
17	Determination					
18	Efficiency					
19	Responsibility					
20	Competence					

	TOTAL RATING					

Any other information---

Exhibit 3

Student Log Book

Student's Name ---
Course --
Semester--
Community Service ---
Community Coordinator---
Location of place ---
Faculty Advisor--

#	Date	Activity	Reflection-in-action	Reflection-on-action	Future actions

Any other information---

Exhibit 4

Student Self Assessment Schedule

	Areas	Personal Notes
1	Objectives of project	
2	Criteria used	
3	Evidence of work (Deliverables)	
4	Comments on standards met	
5	Follow up action to be taken	

Any other information---

Exhibit 5

Detailed reflection process

Critical incident---

ACCOMPLISHMENT--

Situation before---

Situation after---

Light bulb (Solution) ---

CHALLENGE--

What was done--

What should have been done--

Light bulb (Solution) ---

DISCUSSION---

Any other information--

Exhibit 6
Feedback from community representative

Name of Officer---

Name of Institution--

Name of Student ---

Community Service Project Title---

Period From ------------------------------------To --

Listed Objectives of Project---

Specific Deliverables ---

Impact of service offered to your institution --

Follow-up Action ---

Any other information---