



RURASL: Community Organization Guide on Service Learning and Social Entrepreneurship



Co-funded by the
Erasmus+ Programme
of the European Union

This Guide was created for rural community organizations who want to participate in rural service-learning or to apply a rural social entrepreneurship approach and collaborate with higher education (HE) institutions. The Guide will help to answer the questions that might arise when the collaboration with HE institutions on rural service-learning or rural social entrepreneurship projects starts for the first time.



RURASL



RURASL



Rural.three.zero

This Guide was developed by Kaunas District Local Action Group and Plenum.

RURASL: Service Learning for the Rural Development
Project number 99382-EPP-1-2018-1-PT-EPPKA2-KA

Table of Contents

What is service-learning and social entrepreneurship approach in learning?	3
What is a rural community partner?	4
Guidelines for rural community partner organizations	5
Appendix	20
References	21

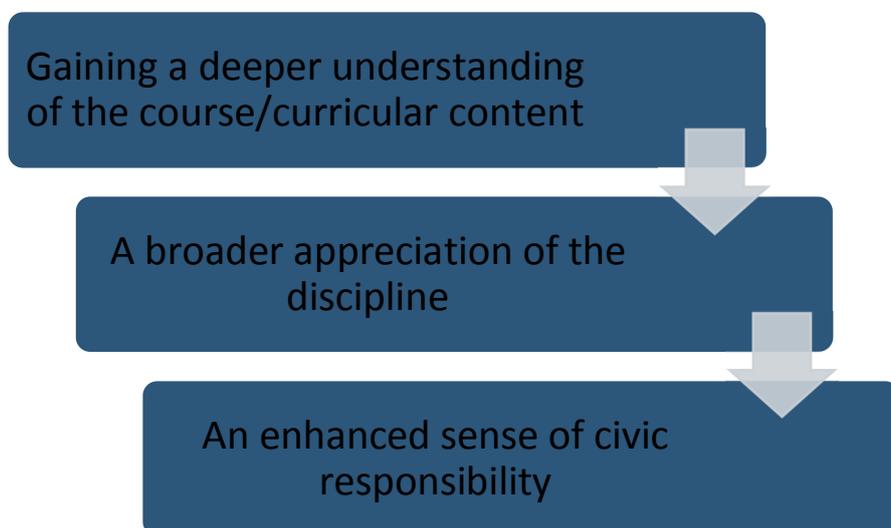
What is service-learning and social entrepreneurship approach in learning?

Service-learning, according to the definition of the project Europe Engage – Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe, (sometimes referred to as community based or community engaged learning) is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum. It offers students academic credits for the learning that derives from active engagement within the community and the work on a real-world problem. Reflection and experiential learning strategies underpin the learning process and the service is the link to the academic discipline. Service-learning brings together students, academics, and the community whereby all become teaching resources, problem solvers, and partners. In addition to enhancing academic and real-world learning, the overall purpose of service learning is to install in students a sense of civic engagement and responsibility and work towards positive social change within society¹.

Social entrepreneurship approach recognizes social needs and uses entrepreneurial principles to create and organize innovative ways to foster social change.

Clevenger-Bright et al. (2012) say that community-based service activities are paired with structured preparation and student reflection. What is unique about service learning is that it offers a direct application of theoretical models. Proponents of academic service learning believe that the real-world application of classroom knowledge in a community setting allows students to synthesize course material in more meaningful ways.

Common goals achieved by service-learning (adapted from Clevenger-Bright et al., 2012) ²



Rural service-learning and rural social entrepreneurship approach in studies are an extremely flexible and mobile study system combining specific lectures, classroom seminars and targeted work in a rural community.

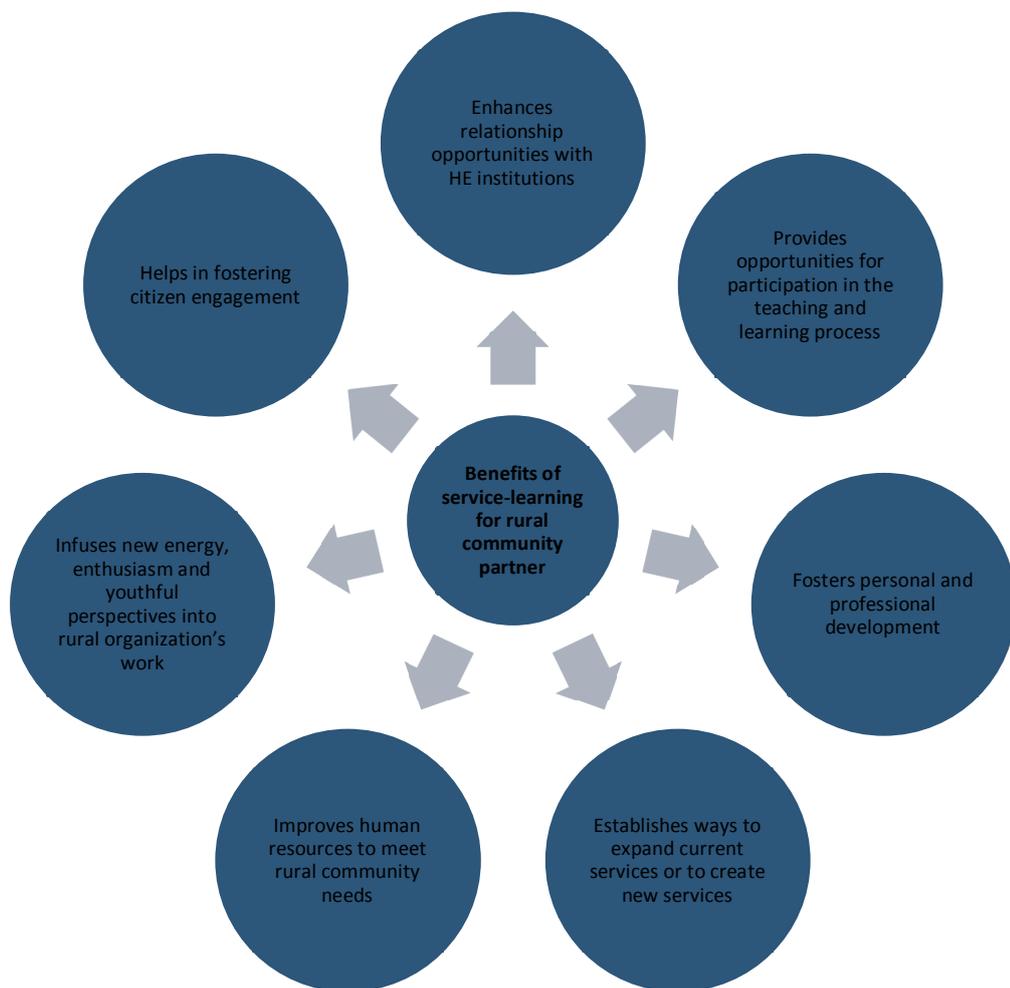
¹ <https://europeengage.org/our-definition-of-service-learning/>

² <https://www.washington.edu/teaching/topics/engaging-students-in-learning/service-learning/>

What is a rural community partner?

A rural community partner is a rural organization (e.g. local action group, non-profit organization, foundation, association, municipality, etc.) that collaborates with students during service-learning studies. Rural community partners define their rural needs and explain them to students. Students combining specific lectures, classroom seminars, and reflection of defined rural needs try to solve specific rural problems/needs/challenges. The rural community works in the role of co-educators for students.

The following graphs illustrates benefits of service –learning for rural community partner:



Benefits of service learning for rural community partner (Bender, 2014)

Guidelines for rural community partner organizations

How to define the rural needs and explain them to students?

It is important to clearly define the rural needs of rural beneficiaries that participate in a service-learning or social entrepreneurship project. A rural community needs depend on various circumstances, such as location, number of community members, social and economic environment, characteristics of the activities of the organization, etc. Also, the rural needs depend on the characteristics of the rural communities (e.g. sport clubs, educational centres, etc.) and their members (e.g. farmers, housewives, tourist workers, retirees, cultural workers, etc.). The accuracy of fulfillment of the specific rural needs and suggestions of the potential solutions directly depends on how clearly the rural needs were defined.

Our suggestion is to discuss the rural needs with members or employees of the rural beneficiary first. If the rural beneficiary is a person (i.e. tourist worker or retiree), it is recommended to define the rural needs clearly for herself/himself.

The second, also a very important stage is to explain these rural needs to students.

On the one side, there are students from HE institutions that reside in rural communities. These HE institutions often draw on students who are from the community/region where the college is located.

On the other side, there are students from HE institutions that do not reside in rural communities. Here both the students and faculty have urban life experiences on a daily level. The gap between these students and rural beneficiaries can be significant.

You have to be on the watch if students are not members of your rural community or don't have rural backgrounds. What seems clear and comprehensible to you, might not be so understandable for students. It is then all the most important to explain the rural needs in detail, if possible, with practical examples.

The following example/table can be helpful for a first overview and structuring of the rural needs for the students' activities:

Context	Initial needs	Participating organizations	Rural SL objectives	Rural SL activities	Amount of students
[town]	need to cope with the aging population	Elderly residence	Improve elder's cognitive functions	Animation	2

In the Netherlands Rotterdam School of Management (RSM), Erasmus University has taught a minor called Learning by Doing: Consulting Social Entrepreneurs in September – November of 2019. In this minor, students form groups to consult small social organizations on tackling contemporary challenges. This year, one of the social organizations that participated was Stichting Schutsluis Alblasserdam (SSA).



SSA's aim is to obtain support for the reconstruction of a demolished water lock in Alblasserdam. SSA is serving a community that consists of stakeholders for water heritage, built environment, watersports, tourism, ecology and biodiversity.

SSA has asked RSM to let students study the legitimacy of the aim for reconstruction and advise SSA the way forward.

Four students attending the minor advised SSA on the basis of their theoretical research and conversations with stakeholders.

Students' advice was to change the organizational form to an association instead of a foundation with members. As this could help to obtain support and create more visibility in society in general and more specific for certain stakeholders.

The SL course was an interesting experience for the students that are not from rural areas in the Netherlands, and even more for the ones that are from different countries, as the Dutch system is very different from the other countries. For SSA it was great to work with the students and become more knowledgeable about academic theories and literature. It was a real win-win situation.

Student orientation

As mentioned before, it is important to clearly define the rural needs. It is easier to have a discussion on student orientation when you exactly know the rural needs that could be satisfied with the help of students. Secondly, it is important to have sufficient amount of information on students: what subject they are studying, are they originally from a rural area or not, what educational needs and competencies do they have, what kind of skills students need to have, etc.? You also have to define what your expectations are towards students and what students' expectations are regarding their rural service learning or social entrepreneurship project.

The discussion of student orientation will be successful and your collaboration with students will give the expected results only when this part is well prepared. You should remember that your goal is to facilitate learning experiences for students in rural community surroundings and let them work as freely and independently as possible.

The following are some suggestions, prepared according to Susan Bender (2014) what you may want to include in the student's orientation:³

1.	Rural Community Partner Information	Inform the student(s) about your organization: What are your objectives? Who do you serve? What are your services/activities? What are the local demographics? How are you financed/funded? What is your mission? What is your philosophy?
2.	Staff	Who is your staff and what are their positions? Is there any jargon or language generally used by staff that students would want to know?
3.	Provide a List of Contacts/Numbers	List people/agencies that will be useful for students in doing their work.
4.	Responsibilities	What is expected from the student(s)? Describe the role student(s) plays in your organization. How will students' performance be appraised?
5.	Policies	Sign-in/out, dress code, office rules.
6.	Training	If any training is needed, what kind and when?
7.	Final Product	What is the final goal to be reached and the final product to be created by the student(s) by the end of service?
8.	Scheduling	What are your organization's hours of operation? When should students complete their service? When will you meet with students during the semester to review the work they have done independently?
9.	Mentoring/ Interpretation	It is important that all rural service-learning or social entrepreneurship students have a contact person at the rural community site who will mentor them. The amount of time each student will need mentoring depends on the project or service activity. Students may be allowed to work independently without specific activities assigned at each visit. In that case, supervision time can be more effectively used for questions and feedback. If the assigned site mentor will not be available for any reason, please make sure the student has another site representative available if needed. Additionally, throughout the assignment, the site mentor should help the student interpret the experience he/she is gaining

³ <http://cncce.org/wp-content/uploads/2014/06/ServiceLearningCommunityManual.pdf>

		and the work of the organization and others It is important to remember that students are not volunteers. Students are here to meet rural community needs, but they are also using this experience to enhance their learning of the college course material. Students are receiving academic credit for learning through their service efforts. Your assistance in helping service learners think about what their experience means to them and how it relates to their coursework is very valuable.
10.	Sign-In Procedure	Students are required to have a sign-in time log completed every time they come to your organization We ask students to have their site mentor or someone from your organization initial their time log during each visit.
11.	Identification	Provide students with identification from your organization or require students to have their HE institution identification available.
12.	Modelling	The site mentors become part of the student's image of what it means to be a professional. Often the interpersonal relations that develop between a mentor and a student are among the most significant parts of the student's experience. Taking an interest in the student, his/her activities, and sharing feelings and interests beyond the work situation can be very helpful.
13.	Student Documentation	Your rural service-learning or social entrepreneurship student(s) may ask you to verify service hours spent at your organization. If a student requests that, please do so for any hours that you can verify.

Well-coordinated communication

The collaboration will only be successful if communication between you, the students and the teachers is well coordinated. It means that you should designate a mentor in your organization that works with students during the semester while completing their studies tasks.

HE institutions also designate supervisors for service-learning or social entrepreneurship students. You should communicate with these HE institutions' supervisors about the arising issues of service-learning or social entrepreneurship. According to R.Schramm (2016), HE institutions' supervisor's role is to work with the community partner to define the project, put together the team of students to carry out the project.

It is recommended to have an activity plan on communication.

Also, it is important to have at least one "live" conversation among the mentor of the rural community partner, supervisors of HE institutions and students.

It is recommended for each partner to use the following chart created by Duncan, D. & Kopperud, J. (2007) to prepare for an initial meeting to discuss.

Student	
Learning Objectives	
Skills	
Talents	
Interests	
Experience	
Rural Community Partner	
Mission	
Skills of Staff Members/Volunteers	
Skills/Talents of Clients	
Interests of the Organization	
Experience we can provide	

The following graph illustrates the good practice of implementing service-learning on communication in Spain. Students of the Autonomous University of Madrid (UAM) did their service-learning in the municipal toy libraries of Talamanca de Jarama and El Berrueco municipalities belonging to Local Action Group GALSINMA.



How to deal with the clarification of responsibilities and risk management issues?

As it was mentioned before, community partners should have a mentor for arising issues during the service-learning or social entrepreneurship action. The main task for the mentor is to clarify responsibilities and risk management issues. It is recommended to talk about all issues related with students' service. Students should be provided with information about location of the community partner, the office/work space for them to work from, how many hours of support you can give them, about local working conditions, how to reach your organization (e.g. by public transport or by car if needed). Community partners should take into consideration that some students can only work part-time on the service-learning or social entrepreneurship project. It is also important to notice that students' service in a rural community organization must be harmonized with the requirements of national law. Especially, you have to keep in mind requirements of social insurance, labour law, volunteering, etc.

It is important to mention, the rural service-learning and social entrepreneurship project is not an internship. Although students working on projects can usefully help rural community partner.

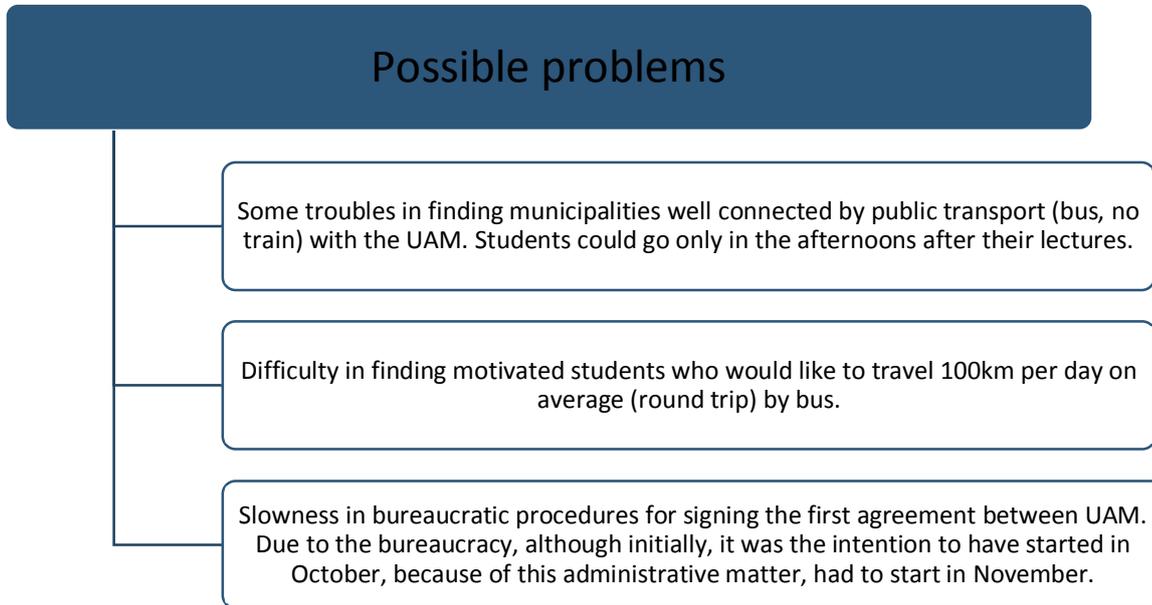
<input type="checkbox"/>	<p>Adequate training for assigned tasks that is significant to the students:</p> <ul style="list-style-type: none"> ● Set appropriate tasks ● Be realistic about time commitment and student expectations ● Be visible and available as a teacher and mentor for students
<input type="checkbox"/>	<p>Safe work environment and reasonable hours for the students to perform their service:</p> <ul style="list-style-type: none"> ● Transport information ● Building, space ● Work schedule and flexibility ● Staff, clients, and other workers ● Contact information in case of questions or concerns ● Office protocol and norms
<input type="checkbox"/>	<p>Orientation of students to the community partners' mission and goals in order to better understanding their role within the community partner:</p> <ul style="list-style-type: none"> ● Mission and goals ● Function of agency and their individual roles
<input type="checkbox"/>	<p>Feedback:</p> <ul style="list-style-type: none"> ● Communicate, evaluate and reflect ● Say "thank you" to students for their work

A key role of the rural community partner is to make links to three aspects of rural service-learning and social entrepreneurship - the community needs, the HE institutions' requirements, and an educational environment for the student.

The following table, according to the Community Partner Guide to Service-Learning (2016) by the University of Vermont, can be helpful in dealing with the clarification of responsibilities and risk management issues.

It is recommended to have a Memorandum of Agreement/Understanding between a rural community organization and HE institution. You can find the suggested example in Appendix No. 1.

The following figure describes challenges that the Local Action Group GALVINMA and the UAM (Spain) were facing while planning the rural service learning. These findings can be useful to have in mind while preparing for rural service-learning and social entrepreneurship implementation.



How to explain the organization's mission and goals to students?

Mission and goals of the organization describe the end-point towards which activities are aimed. In most cases, students are likely to become familiar with the goals of your organization when choosing it. It is important to them that the activities of the chosen organisation would be close to their academic rural service-learning or social entrepreneurship studies. Chosen organisations should help students to perform activities that engage students in addressing real community needs.

Our recommendation is to discuss with students issues related to the organization's mission and goals in the first meeting. You should know how students understand the goals of your activity. Is their perception the same as yours regarding the mission and goals?

Students working at the rural community partner organization should reflect its and their mission and goals, and this reflection should be important to the organization. As R.Schramm (2016) says, the project needs to be important to the organization and of a type and scale that is appropriate for student teams. There also needs to be a good "fit" between the project and the team. These aspects guarantee sufficient involvement of both sides to rural service learning or social entrepreneurship project. The best results are achieved when individual student skills (e.g. interviewing, photographing, computer, website, writing, information systems, etc.) and knowledge (e.g. law, business, economics, psychology, sociology, education, environment, agriculture, etc.) reflect with rural community partners' needs.

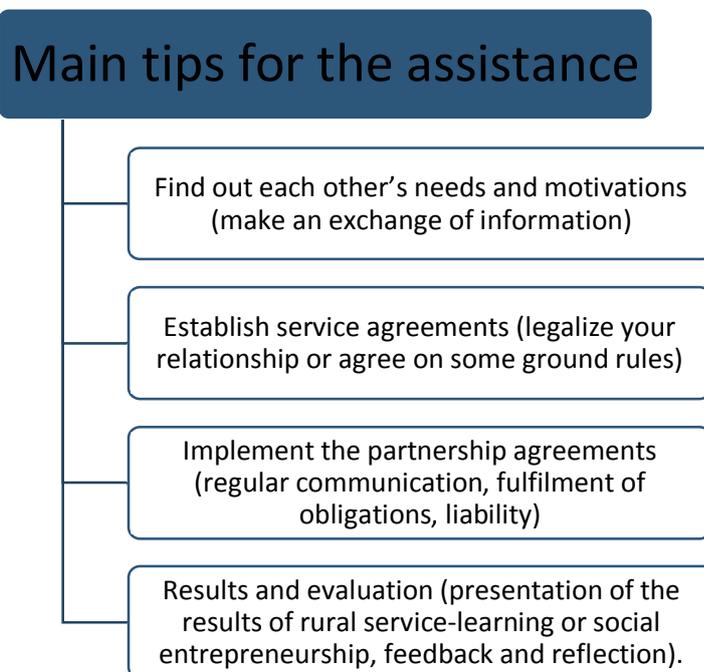
The service-learning or social entrepreneurship project may take many forms. According to R.Schramm (2016), it may be a research project - gathering information, doing analysis and making recommendations about a problem or topic of interest to the organization. This can include evaluations with students examining a past or on-going program or activity to assess its effectiveness or efficiency. It may be an implementation project, helping an organization put a program or procedure or operation in place, getting something started or helping make an existing program run better.

How to assist in developing opportunities for rural service-learning or social entrepreneurship activities?

An assistance of your organization designated mentor for the service-learning or social entrepreneurship students is significant. Only competent assistance creates satisfying collaboration in rural service-learning or social entrepreneurship activities that build on students' knowledge and skills.

You should know that in this case learning is not only about the content, but also about the process. This active process develops student's autonomy and their ability to apply their learning, it develops the necessary knowledge and skills needed to foster changes in rural communities.

In order to develop solutions for challenging rural issues, as well as product and process innovation, you should communicate constantly with students. Help them as soon as possible when they are facing troubles related to the service for your organization.



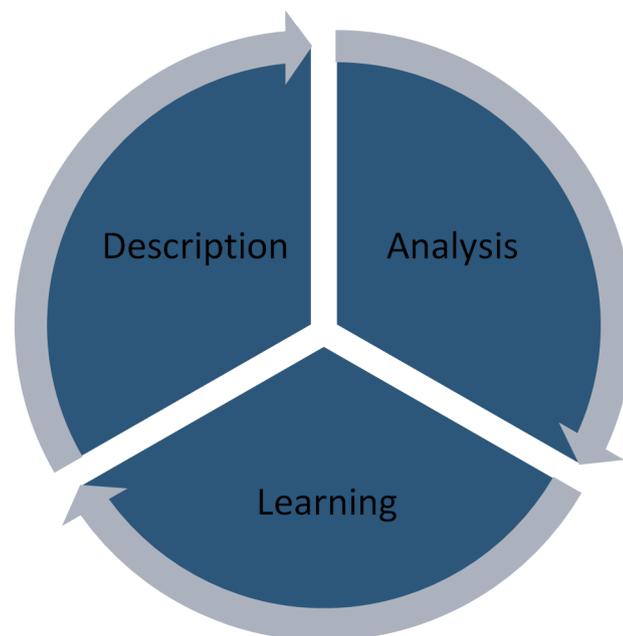
Main tips for the assistance, according to Community Partner Guide to Service-Learning (2016) by University of Vermont

How to facilitate student reflection on their rural service-learning or social entrepreneurship experience?

The reflection is a very important part of rural service-learning and social entrepreneurship which makes, according to Service Learning Toolkit (2015) developed by Michigan State University, connections between community engagement activities and classroom learning. Their participation in rural service-learning or rural social entrepreneurship activities is an active process. The reflection in this collaboration has a significant value for students and HE institutions.

According to R. Bringle & J. Hatcher (1999), *“Reflection activities provide the bridge between community service activities and the educational content of the course. Reflection activities direct the student’s attention to new interpretations of events and provide a means through which the community service can be studied and interpreted, much as a text is read and studied for deeper understanding”*.

The reflection has three main aspects (Clayton and Day, 2003):



The main principle of the reflection is unbiasedness. What does that mean?

Students should unbiasedly describe their experience during the rural service-learning or rural social entrepreneurship process. Furthermore, they should be goal-oriented and analyse, according to Bo Wu (2019), what an impact has experience gained to their personal growth, civic engagement and academic enhancement.

The last step of the reflection is to summarise what and how did they learn, how important is their new knowledge etc.

In Portugal, 21 students from Viana do Castelo (Higher School of Education – Polytechnic Institute of Viana do Castelo) went to the rural area – Deão (about 15km from the city centre of Viana do Castelo)

- to participate in a service-learning project supervised by the local action group AJD: 'Steps for a better Society'. The aim of this SL project was to paint the walls of the facilities of AJD with drawings depicting the traditions, history and cultural heritage of Deão. 'Steps for a Better Society' was the academic response of a group of Basic Education students from Higher School of Education of Viana do Castelo Polytechnic to the needs of AJD (Rural LAG), regarding its local Heritage.

Reflections of the participants of the project:

I think it is extremely important to talk about the impact that the RURASL project has had on our community, namely this specific activity. The cultural reality and tradition of each place as well as the way we treat it has a very important role in our society. What we can and cannot do with all the past testimony, influences the continuity and the way in which this community can spread. It is extremely important to speak then of the impact that this activity had on the AJD community that is inserted in the community, in fact where AJD is inserted, which goes far beyond the historical and social reality. It also passes through the material and immaterial values of AJD and the way in which it empowered other people who probably were unaware of these AJD detailed stories in space and time, helping them to understand a little more about the history of this community and this region

Jerusa Lopes (project technician at AJD)

This work that was carried out here was very important. It also had a very important impact with our children and young people, since they are the ones who attend our space here. And above all, having put the children in contact with these students who came to do this work, was very important, because they made it possible for children to idealize the whole issue of culture and values and their social identity here in this community

Angélica Neves (socio-cultural animation technician at AJD)

I believe that the benefit of this project, of service-learning, was the fact of taking us out of the box. I mean, we are from a generation that is used to take classes always in the classroom. Therefore, I think this context was positive for everyone.

Student 1

It is of fundamental importance to mention that Deão, (...) it is a rural environment that has the privilege of "housing" AJD. (...) One of the examples to mention is the class taught in the subject of Theories and Practices of Visual and Performative Arts in which the students of the Higher School of Education of the Polytechnic Institute of Viana do Castelo received a visit of one of the members of the Association's governing bodies, Ana Paula Meira Dias. In that same class, the students got to know specific elements of Deão, such as the caroça or croça, cradle, hood, and other elements of the parish, such as palmitos and candles. This concludes that what seems to be a problem is a learning, and it was with the service learning method that the students felt closer to their surroundings and effectively to their own identity, as AJD would say... "Faz-se caminho ao andar, or It is done when walking" (MC)

Student 2

I think the most difficult thing was trying to reconcile the whole story on paper. Going from paper to wall it's hard but it all went well. At first, it may seem that is something very hard and complicated, but in the end all that effort was worth it. Go for it, because at the end is worthy.

Student 3

Enjoy it! If you participate in a SL project you will have contact with many people, many communities, which in my case were the children and I loved it.

Student 4

Each group would have a theme and would have to transpose to the wall the assigned theme. Through drawing, each group was able to draw typical things, such as "caroças", party arches, their own traditions and the legend. We had direct contact with the people of Deão. School children came to help us and also contributed with their creativity to paint both the container and the wall. Enjoy the time! The work itself is magnificent! You will love to participate, to paint, to have the most fun!

Student 5

One more example of the role of rural communities in organizing reflective activities of students could be given by referring to service learning at the RURASL project partner Vytautas Magnus University (VMU).

The reflexive diary

After every visit to the community, students indicate in the diary entry the date of visiting community and describe the content of activities performed (participation in events, conversations, meetings, other social, intellectual and physical activities, etc.) and indicate a duration of activities.

Students are invited to give a reflection in the diary on what they learned today and what new knowledge, skills, and experiences they gained and how it is connected to the university studies and academic subject they are studying.

This activity of filling in the reflexive diary is a means to create connections between community engagement activities and classroom learning.

The reflexive log/ journal

The reflexive log is submitted to the teacher at the end of the semester.

The reflexive log contains a summative presentation of reflexive diary entries which are written by students after every visit in the community. The reflexive log contains sections on analysis of personal, organizational and other problems faced and tackled in the communities, relation of service to university curriculum and study subject, reflection on connections between academic achievement, civic engagement, personal growth, and development, etc.

The students analyse relation between 'theory' which they have been studying in their course and other university subjects', learning materials and resource) and 'practice' (practical experience in the community and organization) they discovered during service-learning.

The students are encouraged to reveal contradictions and contestations between theory and practice which they noticed and understood during their service in the community. Students are invited to reflect on whether they have been feeling comfortable in the community, to indicate what experiences were the most valuable.

How to participate in the evaluation process at the end of the course?

Last but not least, rural service-learning and rural social entrepreneurship activities need to be evaluated. As it is written in the Community Partner Guide to Service-Learning (2016) by the University of Vermont, evaluation of a rural service-learning and rural social entrepreneurship experience is an essential element ensuring the on-going success of the partnership of students, community partners, and HE institutions. Evaluation can be implemented in many different forms: conversation, surveys and questionnaires. The evaluation process usually involves the representatives of the HE institution, students, and rural community partners. When evaluating and assessing the partnership it is important to estimate how the rural needs were met. Additionally, the evaluation process should include both internal and external aspects.

The external aspect of evaluation comprises recommendations or suggestions to the HE institution for future student collaboration with your organization. The internal aspect means to evaluate how the organization accepted students and what should be changed in the future regarding the role of the community organization.

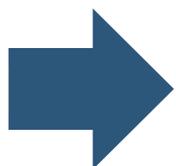
The following questions, prepared according to Community Partner Guide to Service-Learning (2016) by the University of Vermont, can be helpful in the evaluation process:

1	How could you improve your role and the effectiveness of your rural service-learning or rural social entrepreneurship partnership?
2	How did students respond to the rural service-learning or rural social entrepreneurship component with your organization? How did your organization respond to this collaboration? Are you both benefiting from the collaboration?
3	How did HE institution partners feel about the collaboration?
4	What was learned about the relationships your organization has with HE institution and with students? How those relationships could be improved?

Experience in evaluation process of GALSINMA and the UAM



An online questionnaire that rural supervisors have completed and that was created by the UAM



Making short videos that supervisors recorded talking about their experience and videos made by students

Appendix

Appendix No. 1 Service-Learning Agreement Form

Service-Learning Agreement Form

Name of student: _____
Student's E-mail Address: _____
Student's Mailing Address: _____
Student's Phone Number: _____

Name of Mentor: _____
Name of Organization: _____
Mentor's E-mail Address: _____
Mentor's Phone Number: _____
Mailing Address: _____

Brief Description of Service-Learning:

The term of this Service-Learning begins on _____ and ends _____.

Student's Agreement:

I agree to fulfil the objectives of my work plan (which will be created until _____). I agree to meet regularly with my mentor, to perform my duties to the best of my ability, and to fulfil the required number of hours (_____). I agree to make every effort to connect this Service-Learning with the concepts I will learn in class, and to share these reflections the course facilitators and students, and my Service-Learning mentor. I will ask questions when I need more information and deal with challenges as efficiently as possible by contacting the appropriate support person. I will obey the policies, rules and regulations of the Organization.

Student's Signature: _____ Date: _____

Mentor's Agreement:

I agree to coordinate this student in an educationally and professionally appropriate manor: I will help him/her to develop a set of goals and objectives and meet regularly with the student to provide clear and consistent feedback on his/her work. I will help the student to understand the organization with the time that I have available, and create opportunities for the student to be involved in organizational functions beyond the specific projects he/she is working on. I will also provide feedback to the course facilitator at least once during the semester and once at the conclusion of the semester. I will maintain contact with the course facilitator should any challenges or concerns arise. I understand that the student is pursuing academic coursework in relation to this Service-Learning and will do my best to help the student to make meaningful connections between these two experiences.

Mentor's Signature: _____ Date: _____

References

1. Bender, S. (2014). *Service-Learning Community Manual* Retrieved April 9, 2020 from the World Wide Web <http://ccncce.org/wp-content/uploads/2014/06/ServiceLearningCommunityManual.pdf>
 2. Bringle, R. and Hatcher, J. (1999) Reflection in Service Learning: Making Meaning of Experience, In: *Introduction to Service-Learning Toolkit*. Campus Compact: Providence, RI
 3. Clevenger-Bright, M., Hays, K., Henricksen, L., Hlebain, D., Maglalang, J., Packard, M., Pursch Cornforth, K., Raftus, D.. (2012). Retrieved April 8, 2020 from the World Wide Web: <https://www.washington.edu/teaching/topics/engaging-students-in-learning/service-learning/>
 4. Clayton, P. and Day, M. (2003). *Reflection session guidebook: Student edition*. North Carolina State University Service-Learning Program.
 5. *Community Partner Guide to Service-Learning* (2016). University of Vermont. Retrieved April 9, 2020 from the World Wide Web <https://blogs.helsinki.fi/europe-engage/files/2016/03/Community-Partner-Guide-to-Service-Learning.pdf>
 6. Duncan, D., and Kopperud J. (2007). *Service-Learning Companion*. Boston: Houghton Mifflin Company
 7. Europe Engage – Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe. Retrieved April 8, 2020 from the World Wide Web: <https://europeengage.org/our-definition-of-service-learning/>
 8. Information resources Management Association. (2019). Civic Engagement and Politics: Concepts, Methodologies, Tools, and Applications. B. Wu, Practices and Reflections on Pioneer Service Learning in Higher Education in China
 9. Service Learning Toolkit. (2015). Michigan State University. Retrieved April 9, 2020 from the World Wide Web <https://communityengagedlearning.msu.edu/upload/toolkits/Service-Learning-Toolkit.pdf>
- Schramm, R. (2016). *UVM Student Field Project Guidelines for Community Partners*. Retrieved April 9, 2020 from the World Wide Web <https://blogs.helsinki.fi/europe-engage/files/2016/03/Community-Partner-Guide-to-Service-Learning.pdf>