The Constructive Alignment of an online community-based service-learning course

El alineamiento constructivo de un curso online de aprendizaje-servicio

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Abstract

Service-learning is gaining traction worldwide, including South Africa. This pedagogy requires a different approach to teaching and learning and few resources are available to provide such support. A course for lecturers that either already teach a service-learning course or are interested in doing so, would address this need, but, as with any other course, its constructive alignment is key. Online courses reach more people, but also add another layer of complexity. The aim of this paper is to discuss the constructive alignment of an online community-based service-learning course and to provide a roadmap for other institutions to develop such courses. A community-based service-learning course that brings together the critical elements of how to develop such course and, is revised using a curriculum alignment lens, offers a more critical and relevant experience, for the lecturers, which will lead to more critical and sound service-learning courses for the students.

Keywords: service-learning, educational technology, community engagement, teaching and learning, curriculum alignment.

Resumen

El aprendizaje-servicio está ganando terreno en todo el mundo, incluida Sudáfrica. Esta metodología requiere un enfoque diferente de aprender y enseñar, y existen pocos recursos disponibles para brindar este apoyo. Un curso para profesores que ya impartan un curso de aprendizaje-servicio o que estén interesados en hacerlo, abordaría esta necesidad, pero, como con cualquier otro curso, su alineación constructiva es clave. Los cursos en línea llegan a más personas, pero también agregan otra capa de complejidad. El objetivo de este artículo es discutir la alineación constructiva de un curso de aprendizaje-servicio basado en la comunidad en línea, y proporcionar una hoja de ruta para que otras instituciones desarrollen esos cursos. Un curso de aprendizaje-servicio basado en la comunidad que reúne los elementos críticos de cómo desarrollar dichos cursos, y que se revisa utilizando los principios del alineamiento curricular, ofrecerá una experiencia más crítica y relevante, para los profesores, que conducirá a una experiencia más crítica y sólida para los alumnos.

Palabras clave: *aprendizaje servicio, tecnología educativa, participación de la comunidad, enseñando y aprendiendo, alineación curricular.*

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2. INTRODUCTION

Unquestionably, higher education institutions play a crucial role within society in the realm of knowledge. The role of higher education institutions goes beyond sharing knowledge; it is where choices are created, making democracy hold meaning not only in politics but also in other spheres of life (Mamdani 2008). At the core of the purpose of higher education institutions sits the curriculum. For some, curriculum is the syllabus of a course, referring to the content (Fraser and Bosanquet 2006). Higher education staff with more experience might include other elements to the definition of curriculum, such as the learner and how the content is taught (Fraser and Bosanquet 2006). The curriculum does go beyond the content, adding value as it shapes the development of a new generation (Garuba 2015). Luckett (2010) argues that curriculum is a social, epistemic and ontological practice. As a social practice, the curriculum is concerned with the structural and social conditions that are the basis of the curriculum knowledge. As an epistemological practice, the curriculum refers to epistemological and methodological constraints enforced on curriculum knowledge because of the knowledge type, what is being studied and the procedures adopted to study it. As an ontological practice, the curriculum refers to its impact on students, and it shapes their identities and agency.

Having established that content is an intrinsic but not the only part of a curriculum, we now turn to the other parts or elements: organisation, learning and teaching methods, and assessment (Helsby in Knight, 2001). The organisation speaks to how the course is structure; it's selection, sequence and pacing. The learning and teaching methods refer to placing the students and their experience at the centre of the curriculum debate, to how the content will be delivered and how the learning will take place. Lastly, assessment refers to how the learning will be judged and transformed into grades. As important as the definition of the curriculum is its scale. A curriculum can refer to a module or a course but also to the curriculum of a particular programme. Rhodes University, where the case study of this article is taught, defines curriculum as "a structure that distributes access to knowledge and to knowing by specifying what is taught, who is taught, who teaches and how learning is assessed" (Teaching and Learning Committee 2019: 4).

Coherence in the curriculum can be conceptual or contextual (Muller 2008). The former speaks to a curriculum that has an internal logic, which is related to the logic of the discipline. The latter speaks to a curriculum with external logic; in other words, a logic that comes from professional and occupational requirements (Shay et al. 2011). These coherences or logics are not stagnant and are understood as part of a continuum as they are both present within a curriculum. The critical question is which logic is more prominent.

2.1. Curriculum coherence within community engagement

The purpose of higher education worldwide is still anchored in a twofold aim: research and innovation; and teaching and training (Jacob et al. 2015). However, a growing number of universities worldwide are now including in their annual reviews academic contribution to community-related activities (Jacob et al. 2015). At the global level, debates around the third mission of the university – being relevant, and striving for social impact - are gaining pace in policy arenas (Pinheiro et al., 2015). The third mission, or the university's contribution to society (Compagnucci and Spigarelli 2020; Urdari et al., 2017), pushes universities to become agents

of social, economic and cultural change in the regions where they are based, through knowledge dissemination and technology transfer (Agasisti et al.2019; de Jong et al. 2014). Community engagement, although sometimes used as synonym for the third mission, can be understood as one way to achieve this societal role as well as a step away from the 'ivory tower' (Compagnucci and Spigarelli 2020). Because universities as spaces of knowledge production and dissemination are still privileged spaces, they have a historical, moral and political duty to strive for social as well as epistemic justice (Paphitis and Kelland 2015).

Nationally, the rise of a democratic South Africa came with the need for more socially responsive universities (Bhagwan 2017). The White Paper on Education Transformation (Department of Education 1997) set the scene for this change, stating that universities should restructure their teaching and learning as well as their research to become socially responsive to society, and to strive for the democratisation of knowledge production, emphasising the role of community service as ignitors of change (Department of Education 1997). From the White Paper, community engagement is no longer seen as a separate entity, but rather as a core part of teaching and research. This commitment was reiterated by the 2004 Higher Education Quality Committee, which put forward 19 Criteria for Institutional Audits, out of which three referred to the role of community engagement in HEIs in the country (Paphitis and Kelland 2015; Republic of South Africa 2004). As the National Development Plan (NDP) (Republic of South Africa 2011) indicates, for the country to overcome its challenges it will need to embrace an approach that will foster inclusion to develop people's capabilities. To achieve that, mutually beneficial partnerships with different actors are a prerequisite (O'Connell et al. 2016).

Community engagement is the third pillar of higher education institutions in South Africa, as outlined in the White Paper 1997 (Department of Education 1997). As universities across the country attempt to strengthen community engagement across their institutions, the need to develop community engagement as a discipline increases. As Muller (2009) points out, disciplinary foundations play a critical dual role: to strengthen the identities of those who work within the boundaries of that discipline and to support the research within the discipline. Community engagement within higher education institutions has three different streams: volunteering, engaged research, and service-learning. Community engagement is strengthening and broadening its theoretical base, as is service-learning.

2.2. Constructive alignment and framing

Constructive alignment refers to: "a design for teaching in which what it is intended students should learn, and how they should express their learning, is clearly stated before teaching takes place" (Biggs 2014: 5). This teaching design that clears states what the intended learning is and how the students should express this learning before the teaching starts (Biggs 2014). This teaching design is an outcome-based approach that focuses on clear communication and an integrated teaching strategy. The intended learning outcomes guide the alignment process, and all the elements of a curriculum are designed to create an environment that will lead the students to learn and to express their learning. Based on the constructive theory of learning, a constructive alignment is a pedagogical approach that aims to improve the quality of teaching (Wang et al. 2013).

Framing speaks to selection, sequencing and pacing as well as the evaluation criteria (Bernstein 2000). These are vital components that can either make your course accessible to all or reach only a few if any in the classroom. Selection refers to the content that is chosen to be part of the module or programme (Hoadley 2006). Sequence speaks to the succession of content. Pacing speaks to the expected rate of learning and is closely related to sequencing, which regulates the knowledge transmission progress (Naidoo 2019).

As the 'how' the content is delivered is one of the elements of curriculum, it is essential to highlight the challenges and opportunities within an online course. The mode of delivery - face to face or online - has a direct impact on sequencing, pacing, and, to some extent, selection. Information and communication technologies have gained considerable attention in recent years for a variety of purposes, including education (Kirkwood 2009). The challenges of technologies within higher education institutions are broad, going from increasing flexibility to revisiting courses for online delivery and acknowledging different cultural backgrounds (McLoughlin 2001). Furthermore, accessibility, flexibility, as well as a continuous reassessment of the teaching and learning plan are also critical challenges in the online teaching realm (McLoughlin 2001).

Acknowledging the need to continuously revised the curriculum to improve the teaching and learning experience for students, this paper aims to revise an online Community-Based Service-Learning short course offered to lecturers and teachers based on Bigg's constructive alignment (Biggs 2014). Following the operational framework proposed by Biggs (2014), we revisit the Community-Based Service-Learning course and suggest changes accordingly, providing a roadmap for other institutions that want to develop similar courses. This paper is structured as follows: the next section focuses on methods and introducing the course that will be revised, followed by results, discussion, and final remarks.

3. Method and case study: Community-Based Service-Learning Course (CBSL)

3.1. Methods

This article adopted a case study approach (Yin 2009). This research approach focuses on in-depth understanding of an issue in its real context (Crowe et al. 2011). Case studies might be favoured when the researcher wants to answer 'why' or 'how' questions of a particular case (Yin 2009). The case study approach is used in different disciplines in the social sciences, including education.

This research had four main steps. The researchers were already familiar with the case study as they were the ones who designed the course. They conducted a literature review on teaching and learning and curriculum development to drive the curriculum alignment of the course in question. After outlining the steps developed by Biggs (2014), the researchers started the process that led to the curriculum alignment of their online community-based service-learning course.

The development of the CBSL course followed the experiential or personal relevance approach (Toohey 1999). Lecturers that adopt this approach are concerned with programmes that

address the needs and interests of the students. This approach recognises that students arrive at a course with some experience, academic or otherwise, and that is key for course development. This approach values knowledge that is personally useful and the establishment of an environment that is conducive to learning (Toohey 1999). In such cases, the lecturer assists the students in developing and accomplishing their learning plans.

The course at the centre of the paper is the 'Community-Based Service-Learning course: what, why, how', a course offered to lecturers, teachers and researchers that either already teach or work with a service-learning course or are interested in doing so. The course name reflects our emphasis on the crucial of community partners in such courses. Moreover, community-based service-learning courses intentionally address issues of social justice as well as poverty and inequality (Hammersley 2013).

Service-learning is both a teaching philosophy and a pedagogy (Osman and Petersen 2013). Service-learning is a credit-bearing course that has a well-integrated service component that enhances through reflection the students' academic learning and their personal and civic growth (Chambers and Lavery 2018) Service-learning courses bring into the academic context community needs and relate it to disciplinary learning (Bezerra and Paphitis 2021). The service component is not merely added to a course; it has to be integrated to the academic course content as well as be relevant to the community partner, which speaks to a partnership that brings benefits to all the stakeholders involved (Butin 2006).

The course in question is an accredited short course (pitched at NQF Level 5) offered by the Rhodes University Community Engagement Division. The course was first offered in 2019, and it was revised based on feedback from the students and offered twice in 2020. The course consists of 9 modules that are currently covered in 5 weeks: week 1 covers module 1; week 2 covers module 2 and 3; week 3 covers module 4, 5 and 6; week 4 is consolidation week with no new content; and week 5 focuses on modules 7, 8 and 9.

Each module has five components: a pre-recorded lecture; the slides used in the pre-recorded lecture; essential reading; complementary reading; short assignment. Students are expected to cover the content of each week alone and join in the synchronous sessions. These sessions take place every Friday for 90 minutes through the duration of the course, including the consolidation week. Attendance is not compulsory but highly encouraged, and we discuss the readings and do exercises that help consolidate the learning. Participation on the course site space for discussion, called 'Forum' on RUConnected (the Rhodes University online platform), is highly encouraged and we post questions and comments there to stimulate a debate.

3.2. Limitations

This research project focused on an online short course for lecturers and researchers interested in service-learning. Given the specificity of this case study, results cannot be extrapolated to other online courses or face to face service-learning courses. Moreover, course participants are from academic institutions in South Africa and their accessibility to technological devices and internet does not reflect the reality of most people in the African continent or the rest of the world. It is also important to stress that curriculum alignment processes are unique and although other courses would follow the same guidelines established by Biggs (2014), the result will be different for each course.

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4. Results

In his operational framework, Biggs (2014) proposes four steps to strive for constructive alignment: setting up the Intended Learning Outcomes (ILOs); developing a learning environment by developing Teaching and Learning Activities (TLAs) that refer to the verb chosen in the ILOs; incorporate assessment tasks that also refer to the verb in the ILOs; and use the judgements to affirm final grades. We will discuss them below.

4.1. Intended Learning Outcomes (ILOs)

The original course had eight intended learning outcomes (see Table 1) and all at the same cognitive level, 'applying'. To narrow it down and follow the increase in cognitive difficulty, we have revised the ILOs using the revised Bloom's taxonomy (Krathwhol David R 2002).

Table 1

Original and revised intended learning outcomes

Original ILOs	Revised ILOs
1. Demonstrate a critical understanding of the scope of community-based service-learning;	Critically understand the theoretical roots of community-based service-learning and
2. Demonstrate critical engagement with the theoretical underpinnings of community-based service-learning;	
3. Demonstrate critical engagement with the process of designing a community-based service-learning curriculum for their discipline;	
4. Demonstrate critical engagement with the process of drafting a memorandum of understanding for a partnership with a community-based organisation for a service component in an academic course;	Develop a strategy for building a partnership
5. Demonstrate engagement with techniques for student preparation and support in community-based service-learning	Develop a plan for student preparation and support during the course as well as assessment strategy
6. Demonstrate critical engagement with the process of designing an assessment strategy that aligns with a community-based service-learning course curriculum;	
7. Demonstrate critical engagement with the process of drafting an evaluation strategy that aligns with a community-based service-learning course curriculum;	Analyse the ethical considerations related to community-based service-learning courses
8. Demonstrate reflexive engagement with ethical considerations related to community based-service-learning	

4.2. Learning environment

This operational framework step refers to creating the teaching and learning activities that will encourage students to engage with the verb of the ILO (Biggs 2014). The pre-recorded lecture invites the students to think about their context, either asking questions for the students to think about or by proposing exercises conducted in the live synchronous meetings. The

assignments for each module ask students to use the content and apply it in their context, thus speaking directly to the revised ILOs.

In the synchronous meetings, we have a group discussion about their thoughts about the readings and how it impacts or not in their practice, and we do exercises in groups. This set up encourages students to engage in their groups. Each group has a different exercise, which enriches the feedback to the bigger group at the end. It also forces each group to think carefully about their exercise as they know they are the only group covering a particular topic. The table below (table 2) highlights the teaching and learning activities in relation to the revised ILOs.

Table 2: The revised ILOs and their respective TLAs

Revised ILOs	TLAs
Critically understand the theoretical roots of community-based service-learning	Role-play exercise: A colleague from your department asks you about all the reading you are doing. You tell your colleague you are doing an online course on Community-Based Service-Learning course. Your colleague asks: "What is service-learning?" How would you answer?
	Small group discussion, each group with a different topic: how is the role of the lecturer different in a CBSL course? How is the role of the student different? How do I match community challenges with learning opportunities? Based on SL definitions, how would you refine your course?
	Class exercise: the whole group brainstorms key concepts used in the articles for module 2 around service-learning theories. In small groups: the students try to design a diagram with these concepts and how they relate to one another.
Develop a strategy for building a partnership	Partnerships scenario exercise Scenario: You are thinking about developing a CBSL course, and you need to define who your partner will be. How would you approach a potential partner? How would you cultivate a positive partnership? A partnership is dynamic: how will you nurture that partnership? What would be your exit strategy?
	Question for class discussion: what is the Role of Community Partners, and how is it different for community engagement and service-learning activities?
Develop a plan for student	Preparation and support Scenario: Imagine that your group is setting up a CBSL course for the first time. How would you prepare your students for an SL course? (what activities would you propose)

Revised ILOs	TLAs
preparation and support during the course as well as assessment strategy	How would you include the partner in this step?
	How kind of support would you provide for your students?
	Assessment
	Scenario: you are working on your service-learning course.
	How do/would you assess your Service-Learning course?
	What assessment tools would you use? (formative and summative)
	Reflection
	Scenario: you are working on your SL course and want to introduce reflection.
	How do/would you introduce reflection to the students?
	What form of reflection you would choose (written, video, combination) and why?
	Thinking about reflection, how would you support the students throughout the course (feedback, debrief sessions)?
Analyse the ethical considerations related to community-based service-learning courses	Small group exercise: each small group is presented with a real ethical dilemma that took place. Students are given the background to the service-learning course, the ethical dilemma and they must decide what they are going to do, justifying it to the other students.
	Plenary discussion about possible research opportunities for each student taking the course.

As the course has had three cohorts, we believe there is an issue with the pacing. Although these course targets both people that already have a service-learning course and those who would like to have one – and are therefore less familiar with the literature – those with less experience and less or no literature immersion struggle to keep up. I believe the reason for this is the lack of foundational knowledge on what is community engagement, its role in higher education. The course was initially a three-week course with three modules per week in 2019. Based on feedback received from students, we modified the course to run over five weeks. We believe the sequence and pacing could be edited to improve the learning of the students.

We would like to add three changes that will help create a more interactive learning environment. The first change would be to make it compulsory to post and reply to a post critically at least once every week and promote the use of journals within RUconnected, the online teaching platform of Rhodes University. This would increase the interaction between students between the synchronous sessions. The second change would address the pacing issue noted. I would like to propose a short course on the role of community engagement in South African higher education. The course would cover the roots of CE in higher education in the country, as well as what is CE and the different streams of CE within higher education

institutions, service-learning being one of them. Those students who are not currently working on a service-learning course or who are not familiar with the literature will be asked to first take the CE in higher education course. The third change, also focusing on the pacing issue, would be to modify the structure of our course, including a 6th week, which will allow the spacing of modules, which will hopefully give the students adequate pacing. The table below (Table 3) presents the changes to the course outline.

Table 3

Modified Course Outline

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Introduction to the course site; Building your network	Module 2: Community-Based Service-Learning Theory	Module 4: Community-Based Service-Learning Partnerships	Consolidation Week	Module 6: Community-Based Service-Learning Assessment	Module 8: Ethical Considerations and Research Opportunities in Community-Based Service-Learning
Module 1: Introduction to Community-Based Service-Learning	Module 3: Curriculum Development for Community-Based Service-Learning	Module 5: Student Preparation for and Support During Community-Based Service-Learning		Module 7: Evaluation for Community-Based Service-Learning	Module 9: Final Assignment

4.3. Assessment task

Each module has an associated assignment that must be submitted to the course facilitators for formative assessment at the end of each week. The module assignments all form steppingstones to preparing the final project, in which students should design and detail all aspects of a community-based service-learning course. Assignments for modules 1 to 8 are part of the formative assessment and module 9 assignment is part of the summative assessment. Table 4 presents the assignments for each module.

Table 4

Assignment per module

Module	Assignment Explanation
1. Introduction to Community-Based Service-Learning	The lecturer poses questions about CBSL: what it is, the difference between CBSL and other forms of community engagement, how the role of the stakeholders involved are different from a 'traditional course'
2. Community-Based Service-Learning Theory	Theory: students submit a video of themselves discussing one theoretical reading, its fundamental message as well as its assumptions, principles, limitations and the impact of this reading in their practice.
3. Curriculum Development for Community-Based Service-Learning	Learning and service outcomes: students should present a mock ILOs for the course and the service goal that will help achieve each ILO
4. Community-Based Service-Learning Partnerships	Partnerships: Students answer questions about potential partners for their course: what sort of service would be useful for their course discipline; who would they like to partner with (what type of organisation); what benefits do they foresee for the partner organisation; how would they approach this organisation
5. Student Preparation for and Support During Community-Based Service-Learning	Planning support: students need to present a guideline of the first lesson of their course explaining how they would introduce the course to students, what role the community partner would have; and how they would support the students through the course
6. Community-Based Service-Learning Assessment	Assessment plan: students present their assessment plan for the course. The plan does not have to be set in stone, but it is an idea of what they would like to assess and how
7. Evaluation for Community-Based Service-Learning	Evaluation plan: students present a Monitoring, Evaluation and Learning (MEL) plan for their course, including any learning opportunities they have to implement changes brought about by the MEL
8. Ethical Considerations and Research Opportunities in Community-Based Service-Learning	Reflections on the ethics of SL: students are asked to think about the ethical dimensions of SL for all the stakeholders involved; they are asked to write at least one abstract about a research opportunity related to their SL course
9. Final Assignment	Service-Learning course proposal

The assignments encourage students to engage with the verbs for the intended learning outcomes. To complete the final assignment, students would bring together assignments 1 to 8 in a coherent way. Assignments 1 to 8 are formatively assessed; thus, students can work on the comments for their final assignment. However, assignments 1 to 8 are not compulsory, and not all students hand them in. This reflects on their final assignment.

Another shortfall of the course is the fact that not all students have a course that they can revise or to turn it into a community-based service-learning course or want to propose a new

community-based service-learning course. Thus, it is vital for these students to have other options for their final assignment. So far, I have presented two alternative final assignments:

Research paper/proposal

How to embed a community-based service-learning course at your university

Assignments 1 to 8 will remain formative assessments but will be compulsory. For the summative assessment, students will have three options: a CBSL course proposal; research paper/proposal; a proposal on how to embed CBSL at their institution.

4.4.   Grading criteria

Students are currently assessed on their final assignment (assignment 9). The marking criteria are shared with them at the beginning of the course. Participation in the synchronous sessions and handing in the formative assessments (1-8 module assignments) are critical for the students' growth. I would like to add a mark for participation in the synchronous sessions and for handing in the formative assessments. I propose the following: 1% for each formative assignment handed in; 1% for each comment posted on RUconnected and 1% for each reply to a comment from a fellow student; 1% per synchronous session attended or apologies sent in advance. With this new marking arrangement, the final assignment is worth 70% of the final mark, formative assignments hand-in count for 12%; participation on RUconnected forum discussions will count 12%; synchronous sessions participation is worth 6% of the final grade. Marking rubrics will be developed for the two added final assignments mentioned in subsection 3.3.

5.   Discussion

5.1.   Intended Learning Outcomes (ILOs)

The original ILOs were very detailed; each ILOs spoke directly to one module. However, the modules don't exist independently and are all interconnected. The first three original ILOs refer to the introduction of community-based service-learning, its main characteristics and how it differs from other courses and community engagement activities. An essential aspect of the three modules is the theoretical underpinning of service-learning. Because covering the theoretical roots of service-learning necessarily covers an introduction to these courses and how it differs to other courses and community engagement activities, we focused on this module. This first ILOs sits at the lower level of Bloom's taxonomy.

The original ILO for module 4 on building partnerships stands alone as it is specific about community partner organisations and their role in such courses. Because of that, the central role of partners in service-learning courses, second revised ILO focus on partnerships, but I changed the complexity level in Bloom's Taxonomy to 'applying'. Original ILOs 5 and 6 focused on student support, preparation and assessment. After the modules, students should develop

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plans for these themes, and this is part of their assignments. I merged them and reworded the ILO, which now sits at Bloom's Taxonomy 'creating'.

The last two original ILOs referred to the monitoring and evaluation of the service-learning course students will implement as well as the ethical considerations of such courses. Because of the different roles of lecturers, students, and community partners in such courses, the ethical dimensions of such courses are different from a traditional course. Given the challenges that the lecturers will face, we decided to focus the last ILO on the ethical dimensions of service-learning courses. Monitoring and evaluation – and hopefully learning of courses is a practice that lecturers should be doing for their courses, regardless of the course or module is a community-based service-learning one. Thus, we assume that most lecturers would already be familiar with this concept.

5.2. Learning environment

We designed this course as an online course with a considerable amount of self-study. The weekly synchronous sessions provide a much-needed space for interaction and group exercises. Unfortunately, this is the only time there is any interaction between the students of the course. Thus, creating a learning environment that will promote online interaction between the synchronous sessions is critical. Using different tools to stimulate interaction is crucial because the process stays fresh, the students don't get bored, and it gives them ideas of what to use in their own courses. Some of the tools we used on our course are: Padlet, Zoom, Jamboard, Coggle, and the Rhodes University online teaching platform, RUconnected. Within the platform, we use different functions, such as the 'journal', which works like a diary and it is a private space between the lecturer and the student where they can converse, and the 'forum', where anyone can post and answer questions.

After discussing the teaching and learning activities, we would like to turn to selection, sequence and pacing. Service-learning follows a North American tradition (Taylor et al. 2015), but there are South African scholars who are contributing to the literature (Osman and Petersen 2013). When selecting the content, we focused on the roots of service-learning and on the South African context and what it means to a service-learning course. I believe the sequence is logic in a scaffolding way, allowing critical thinking throughout.

The development of a new course together with the structure of the community-based service-learning course will hopefully allow the students to engage more actively with the theoretical roots of community engagement and service-learning. As Wheelehan (2010) points out, theoretical knowledge should be at the core of any higher education qualifications. It is through access to theoretical knowledge that distributional justice is addressed as epistemic access is closely linked to social access (Shay et al. 2011).
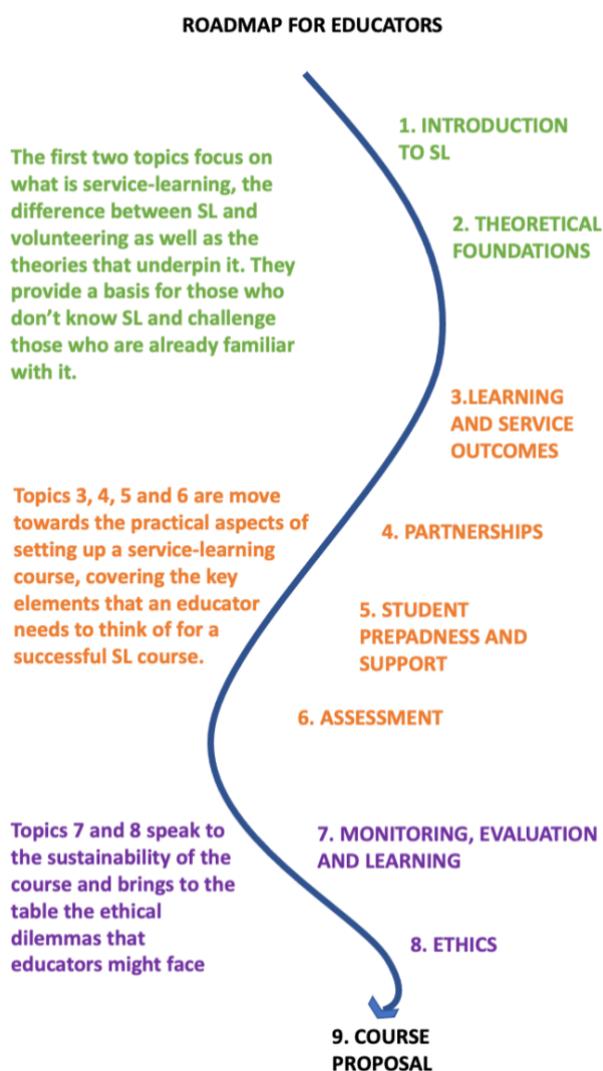
5.3. Roadmap

Service-learning courses bring to the forefront the active role of students in their learning; it questions the role of the lecturer as the sole expert; it brings community organisations to the teaching space while it promotes more engaged citizens. To teach a course on how to develop a service-learning course requires an approach that is in line with the pedagogy of service-

learning courses. Thinking critically about the course, focusing on constructive alignment and following the steps outlined by Biggs (2014), help us identify where we could improve the curriculum of the course, thinking about all the elements of the curriculum. The course elements discussed here can help other divisions to develop their own community-based service-learning course, taking into consideration the key elements of such course and their own context. The figure below illustrates the roadmap of key service-learning topics.

Figure 1

Service-Learning roadmap for educators

ROADMAP FOR EDUCATORS

The first two topics focus on what is service-learning, the difference between SL and volunteering as well as the theories that underpin it. They provide a basis for those who don't know SL and challenge those who are already familiar with it.

Topics 3, 4, 5 and 6 are move towards the practical aspects of setting up a service-learning course, covering the key elements that an educator needs to think of for a successful SL course.

Topics 7 and 8 speak to the sustainability of the course and brings to the table the ethical dilemmas that educators might face

1. INTRODUCTION TO SL

2. THEORETICAL FOUNDATIONS

3. LEARNING AND SERVICE OUTCOMES

4. PARTNERSHIPS

5. STUDENT PREPADNESS AND SUPPORT

6. ASSESSMENT

7. MONITORING, EVALUATION AND LEARNING

8. ETHICS

9. COURSE PROPOSAL

By following this roadmap community engagement units can develop their own courses and/or materials that will support their peers in developing and running their own service-learning courses at their institutions. The roadmap is the same for online or face to face, but the mode of delivery does affect the curriculum alignment. As a first step, we recommend focusing on developing materials that will support academics and community organisations. For example, units can develop introductory videos on service-learning or develop a handbook for with the elements presented in this roadmap.

5.4. Final Remarks

This article aimed to revise an online Community-Based Service-Learning course offered at a higher education institution in South Africa based on Biggs (2014)'s constructive alignment and to provide a roadmap for other units to develop their own courses. The critical revision of the course provided insights of the key elements of service-learning. Service-learning as a pedagogy and as a method require a different teaching and learning approach. This is one way that lecturers can be supported. Community engagement divisions, together with teaching and learning departments can help lecturers and teachers in this process by offering training and or education on how to develop such courses. The next step is to discuss how the lecturers can be supported by their own departments but also by the community engagement divisions.

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