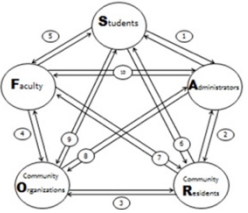
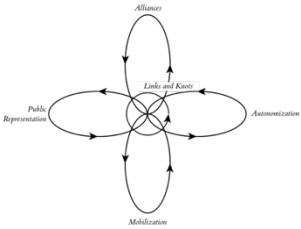


Bridging Frameworks for Transformative Service Learning

This handout accompanies a presentation about transformative service learning. It is designed for you to consider your own contexts and service learning projects to consider how to design, facilitate, and reflect on service learning that sustains long-term mutually-beneficial partnerships.

Warm-Up: Looking for Evidence of SOFAR and Links & Knots

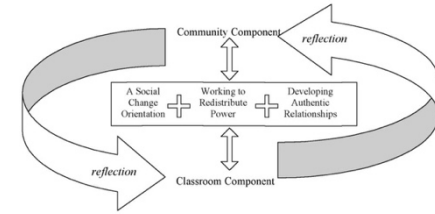
As you watch the video, look for evidence of elements of **SOFAR** (Bringle et al., 2009) and **Links & Knots** (Latour, 1999).

Framework	Evidence
<p>SOFAR: Who is Involved? Students, Community Organizations, Faculty, Administrators, Community Residents</p>  <p style="text-align: center;"><i>Who is and who is not at the table?</i></p>	
<p>Links & Knots: Who and What is in Motion? Autonomization, Alliances, Mobilization, Public Representations</p>  <p style="text-align: center;"><i>What and how are resources and people put in motion? What productive tensions emerge?</i></p>	

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Critical Service Learning: What Do We Want to Accomplish?

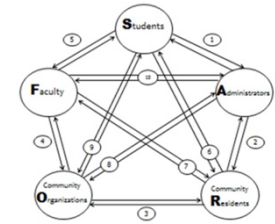
Critical Service Learning (Mitchell, 2007; Mitchell & Latta, 2020) is rooted in the idea that service learning is a mutually-beneficial, long-term project that promotes the interrogation of power and positionality. The goals and activities are oriented towards promoting social change and authentic relationships.



Your Goals What are some of the goals for the service learning experience?	Levels of Engagement In what ways do your goals and activities fulfill the Levels of Engagement?	
		<i>Exploitative</i> One party may benefit at the expense of another
		<i>Transactional</i> Designed for the completion of short-term tasks
		<i>Transrelational</i> Designed with relational accountability in mind
		<i>Transformational</i> All parties grow and change through long-term sustainability

SOFAR: Who is involved—and who is not involved yet?

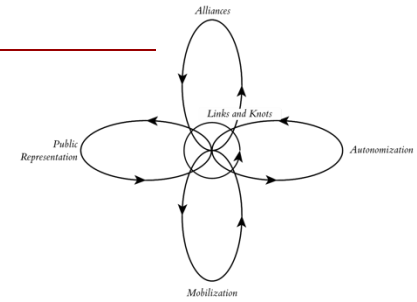
The SOFAR mode (Bringle et al., 2009) helps us think through who needs to be represented in transformative service learning. This includes a mix of institutional and individual actors, from both the university/school and the community. Just as helpful is understanding who is *not yet* involved and represented so that you can bring them in and learn with them.



Who Is Involved?		Who Is Not Yet Involved?	
<i>Students</i>		<i>Students</i>	
<i>Community Organizations</i>		<i>Community Organizations</i>	
<i>Faculty</i>		<i>Faculty</i>	
<i>Administrators</i>		<i>Administrators</i>	
<i>Community Residents</i>		<i>Community Residents</i>	

Working Through Links and Knots: Strategizing Transformation

The concept of *links and knots* is from Actor-Network Theory (Latour, 1999), and helps us to highlight how we are going to bring all the people and resources together to work towards our goals for the service learning experience. As these people and materials work together, tensions may arise, giving rise to the “links and knots.” The goal is to treat these tensions as *productive and opportunities for learning* so that transformative service learning can occur.



Aspect

<p><i>Links and Knots</i> What pathways will be co-constructed and what possibilities will be opened through productive tension and negotiation?</p>	
<p><i>Autonomization</i> Whose agency and capital will be recognized and honored?</p>	
<p><i>Alliances</i> What alliances and partnerships need to be built?</p>	
<p><i>Mobilization</i> What resources and groups need to be mobilized and set in motion?</p>	
<p><i>Public Representations</i> How are you going to share what is learned, grown, and sustained?</p>	