

SERVICE-LEARNING COURSE DESIGN WORKSHEET

Course _____

Semester _____

Prepared by:

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STEP ONE: CONSIDER HOW SERVICE-LEARNING WILL HELP YOUR STUDENTS ACHIEVE YOUR DESIRED LEARNING OUTCOMES.

- 1. What are your desired learning outcomes for the course you are planning? Or, if you are revising a current course design, what are the learning outcomes now and what would you like them to be?**
- 2. What pedagogies align with the desired learning outcomes (e.g., research papers, lecture, demonstration, problem-based learning, class discussions, service-learning)?**
- 3. What desired learning outcomes are best achieved through service-learning? Why?**

STEP TWO: DETERMINE HOW THE COMBINATION OF SERVICE AND ACADEMIC CONTENT WILL ENABLE STUDENTS TO ACHIEVE THE LEARNING OUTCOMES.

Service

- 1. What types of service are appropriate for the course?**
 - **Nature of service activities?**
 - **Service locations?**
 - **Client populations?**
 - **Other factors?**

- 2. How much service will the students do? How frequently? What duration?**

Course materials and classroom activities

1. What readings and other materials will complement the service?

- **Introduction to service-learning**
- **Community context**
- **Needs to be addressed**
- **Historical and theoretical perspectives**
- **Underlying social issues**

2. What reflection activities will occur:

- **Before the service?**

- **During the service?**

- **After the service?**

3. How will you use class time?

- Lectures
- Guest speakers
- Small group activities
- Discussion

4. What assignments will be required?

- Weekly
- Mid-term
- Final

STEP THREE: INITIATING COMMUNITY PARTNERSHIPS

- 1. How will you identify community organization partner(s)?**
- 2. Who will be responsible for initiating and developing the partnership?**
- 3. When will you first visit the service site(s)?**
- 4. What are the needs of the community organization?**
- 5. How many students does the organization need? With what knowledge and skills? To do what tasks?**

6. What role, if any, would the community partner like to have in deciding which students will serve at the site?

7. How much service does the organization want the students to do? How frequently? What duration?

8. Will you do service with the students? If not, will you revisit the service site? At what points?

9. What assets does the community organization have that contribute to your desired students learning outcomes?

10. How well do the community organization's needs and assets mesh with yours?

11. How would the organization like to be involved in reflection?

12. Would your community partner like to be involved in the classroom? How? What compensation can you provide?

13. How will you stay in touch with your community partner?

4. How will grades be determined?

5. How will you obtain the students' assessment of the success of the course?

Community

- 1. How will you measure the extent to which the community partner's desired outcomes have been achieved?**

- 2. How will you work with your community partner to use the evaluation results to plan for the future of the partnership? Of the course?**

STEP FIVE: DEVELOP THE SYLLABUS.

1. Prepare a draft syllabus including the following elements:

- **Rationale for service-learning**
- **Nature of the service experience**
- **Students' roles and responsibilities in the service experience (e.g., time required, location, transportation)**
- **How the service experience will be assessed and what will be assessed**
- **Readings and course materials**
- **Course assignments that connect the service and the academic content**
- **Description of the reflective process; reflection activities**
- **Grading policy and process**

2. Visit the community partner to discuss the draft syllabus. (Provide the syllabus in advance.)

3. Based on community partner input, revise the syllabus as appropriate.

- What revisions will you make to your expectations of students in terms of their service?
- What modifications will you make in course materials based on your community partner's contributions?

STEP SIX: PREPARE TO MANAGE THE PROCESS.

1. How will students be prepared for the service experience?

- On campus?

- At the service site?

2. What logistical issues need to be addressed?

- Tools and materials
- Training
- Appropriate dress and behavior
- Transportation
- Safety
- Risk management
- Required security procedures (e.g., forms to be completed, background checks)

3. What problems can be anticipated?

