Service-Learning Course Design Worksheet

Goals of Service Learning

1. Enhance classroom learning.
2. Meet community-identified needs.
3. Foster civic responsibility/civic engagement.

Course Number: ____________________________
Semester: ____________________________

Which of your course learning objectives could be related to service?

What do you want your students to gain from this experience?

Preparation

How will you prepare students for the service-learning project? How will students understand the cultural, social, economic, or policy context for the service project? Include examples of preparation assignments such as conducting research, interviews, program selection, policy examination, and project selection and design.

Project Orientation should include:

- Desired Outcomes
- Issue Information
- The community/population
- The agency
- Detail or training related to tasks students will perform
- Faculty, agency, and student expectations.
Preparation (cont)

Action
What types of service activities would be appropriate for your learning objectives? Describe the service activities through which students will learn and/or apply the course objectives, skills, and/or behaviors. Which local agencies or schools address this community needs your students might work on? How many hours of service will students complete?

**Types of service (select one box from each group):**

- Form faculty / community partnership
- Students seek own project

- **Group** Student Projects
- **Individual** Student Projects

- Project is to **produce research or product** (report, video, brochure, marketing plan, etc)
- Project requires **hours** of service
  - How many hours outside of class will students be required to spend on the service project? ___________
  - How will you track / verify student hours?

- **Service-Centered**: courses designed to assist students in reflecting on and learning from the service in which they engaged.
- **Content-Centered**: courses that have discipline and content objectives that can be more effectively reached by the inclusion of service.

- **Direct**: students go to a community site and work directly with clients at the site. Examples include tutoring or preparing taxes for Veterans.
- **Indirect**: the service activity occurs onsite but there is no direct contact with the organizations clients. Examples include building a playground at a youth center or preparing food at a soup kitchen.
- **Nondirect**: an offsite activity. Examples include developing a website or a publicity campaign for a nonprofit organization.

What are some potential nonprofit partners to explore working with?

What additional questions do you have?

Reflection
What ongoing reflection techniques will you use to ensure student learning and successful service to the community? (i.e. readings, writing assignments, journals, class discussions, guest speakers, videos, student evaluations, etc.)

- Describe the experience
- Examine the experience in light of content studied in course
- Articulate learning

Course readings and preparation
What readings, videos, websites, tools, etc. would be helpful to prepare your students to serve effectively, inclusively and respectfully?

Curricular Integration
Will service-learning be required or optional for the students? What are your deadlines for confirming their site placements, reflective assignments, hours of service, and post service evaluation?

Assessment
Credit should be given for demonstrated learning, not simply for putting in hours. Learning can be assessed via series of academic assignments that help connect the service experience with your teaching/learning objectives. How will you evaluate/assess/grade the service-learning component? (i.e. class participation, grades for each reflection assignment, grades for projects, rubrics etc.). Will the community partner be involved with evaluating student work?
Civic Responsibility
How will you purposefully foster civic responsibility among your students?

Recognition
How will you recognize students for their service?

Checklist
• Effective service-learning includes the seven components listed below. Does your project include each of the following?
  o Student empowerment
  o Reciprocity – community partnership
  o Preparation (context, research, design)
  o Action (service derived from preparation and design)
  o Reflection (writing, discussing, evaluating)
  o Demonstration of learning (presenting, advocating, performing)
  o Celebration/recognition

FORMS AND RESOURCES
www.unlv.edu/service/servicelearning

• Service-Learning Partnership Agreement (faculty / community partner)
• Service-Learning Contract (student identifies own service project)
• Service-Learning Agreement (student) – expectations, risk, emergency contact