

Establishing a Service-Learning Course/Project

General Overview:

3 Stages:

1. Design – driven by the clear vision of the desired outcomes
2. Implementation – facilitated by the faculty member, student and staff in the Center for Community Engagement (CCE)
3. Outcome – evaluation of the actual outcomes provides information for redesign and repeated implementation

4 Constituents to Consider:

1. Students
2. Community
3. Institution
4. Faculty

Outcomes:

1. S-L helps students master the course content by applying it to real life situations.
2. S-L helps students develop competencies of social and civic responsibility.
3. S-L provides an opportunity to address ethical and social issues associated with the course matter subject.

Steps

1. Consider which outcomes you as the instructor consider primary, the CCE staff are available to help you work through this process.
 - a. What are 2-3 desired outcomes for the service-learning experience for each of the 4 constituents?
 - b. Rank the order of these.
2. Define the type of service-learning format/project that will be best suited for achieving the outcomes/objectives (See “Choosing a Service-Learning Component” and “Types of Service-Learning Components” below); determine the manner and the extent to which the service component will be integrated into the course.
3. Meet with staff in the CCE to brainstorm a list of community partners with whom students can do the kind of project desired while meeting a genuine community need.
4. Determine how student learning will be facilitated and documented.
5. Establish clear processes for implementing and monitoring the projects.
 - a. Clarify responsibilities of all constituencies.
 - b. Design training for all students and community partners as needed.

- c. Design ways to supervise students and project (e.g. status reports, community partner periodic evaluations, reflection activities)
- d. Design and select reflection activities.
- e. Decide on ways to measure and evaluate the project.

Choosing a Service-Learning Component

1. How integral is the service experience to the course content?
2. What knowledge and skills will students need in order to be successful with their service project?
3. Does the community partner have experience with service-learning?
4. How many students can the service site accommodate?
5. What resources are available to support service-learning efforts?

From: Foos, C.L. & Hatcher, J.A. (1999). Service-learning Workshop Curriculum Guide, Indiana Campus Compact.

Types of Service-Learning Components

1. Option Within a Course

Students have the option to become involved in a service-learning project. Portion of normal coursework is replaced with a service-learning component.

2. Required Within a Course

All students are involved in service as an integrated aspect of the course.

3. Class Service Projects

Entire class is involved in a one-time service project. One-time projects have different learning outcomes than ongoing service activities.

4. Independent 4th Credit Option

Students negotiate with instructor to define parameters of service component and ways to document learning derived from the service.

5. Disciplinary Capstone Projects

Service-learning builds upon students' cumulative knowledge in a discipline and demonstrates integration of knowledge with real life issues.

6. Service Research Projects

Involve students in research within the community. The results of the research are communicated to an agency or community organization so it can be used to address community needs.

From: Enos, S.L., & Troope, M.L. ((1996). Service-learning in the curriculum. In B. Jacoby & Associates (Eds.), Service-learning in higher education: Concepts and practices, 156-181. San Francisco: Jossey-Bass.