

PREPARATION

- IDENTIFY student interests
- INVOLVE students
- IDENTIFY community needs in collaboration with community organizations/groups
- SELECT project
- PREPARE for the service site

Establishing a Service-Learning Course/Project

General Overview:

3 Stages:

1. Design – driven by the clear vision of the desired outcomes
2. Implementation –
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.
4. Others:

Steps

1. Consider which outcomes you, as the instructor, consider primary
 - a. what are 2-3 desired outcomes for the Service-Learning experience for each of the 4 constituents?
 - b. rank order of these
2. Define the type of Service-Learning format/project that will be best suited for achieving the outcomes/objectives (See “ types of Service Learning Components” and “Choosing a Service Learning Component” below); determine the manner in which and the extent to which the service component will be integrated into the course.
3. 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 (See workshop materials on “Reflection”)
- e. decide on ways to measure and evaluate the project (See workshop materials on “Orientation, Monitoring, Assessment, and Evaluation”)

Types of Service Learning Components

1. Option Within a Course

Students have option to become involved in service learning project. Portion of normal coursework is replace with service learning component.

2. Required Within a Course

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

3. Class Service Projects

Entire class involved in 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 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

Involved 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.

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.

IDENTIFY **S**TUDENT INTERESTS

- BRAINSTORMING
- SURVEYS
- PROJECTS OR ACTIVITIES

GUIDELINES FOR STUDENT INVOLVEMENT

- EFFECTIVE GROUP TECHNIQUES
- CLEAR GROUND RULES FOR DISCLOSURE
- PROJECT MUST MEET REAL COMMUNITY NEEDS AND CURRICULUM REQUIREMENTS
- CHOOSE A DECISION-MAKING MECHANISM
- USE AGE-APPROPRIATE TASKS AND PROCESSES

IDENTIFY COMMUNITY NEEDS

- COMMUNITY MAPPING
- NEWSPAPER/MEDIA REVIEWS
- ENVIRONMENTAL SCAN ~ VIDEO, PHOTOS
- OUTREACH TO COMMUNITY OR GOVERNMENT AGENCIES
- INTERVIEWS AND SURVEYS

PROJECT SELECTION

START WITH A PROJECT

- Brainstorm Problem
- Prioritize & Select
- Brainstorm Project
- Prioritize & Select
- Identify Learning Outcomes
- Connect Project Outcomes with Learning Outcomes

START WITH THE CURRICULUM

- Identify Unit or Topic
- Identify Learning Outcomes
- Connect Learning Outcomes with Real Community Problem
- Brainstorm Possible Project
- Select Project

GENERATING IDEAS FOR INFUSING SERVICE INTO CURRICULUM

If you are attempting to find opportunities to integrate a service component into your regular academic program, here are questions by which you can explore possible connections around any unit of instruction.

ADDRESS COMMUNITY NEEDS/ISSUES

Could the classroom learning be applied to provide a service or to help solve a real concern in the school or community?

TEACH OTHERS

Could students teach what they have learned (skills or knowledge) to others?

PRODUCT OR PERFORMANCE

Could the results of the students' effort be contributed or presented to someone?

DEVELOPING IDEAS FOR SERVICE-LEARNING PROJECTS

CONTENT AREA	TEACHING OTHERS	PRODUCT/PERFORMANCE	NEEDS/ISSUES
ENGLISH	Peer or cross-age tutoring	Write children's stories Write community history	Write Letters to Editor
SOCIAL STUDIES	Prepare immigrants for Citizenship tests	Video on civil issues	Survey or study of local issues
MUSIC/DRAMA	Teach adults or children	Perform for community	Issues-based performance
SCIENCE	Teach elementary youth	Publish an environmental guide	Adopt-a-stream
MATH	Peer or cross-age tutoring	Develop a guide to solve math problems using different intelligences	Examine financial issues of homelessness and develop report for policy makers
INDUSTRIAL ARTS	Develop projects for younger children	Build needed equipment (homes for the homeless, toys, community centers)	Examine barriers for handicapped and develop plan for community

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SERVICE SITE PREPARATION

- BRAINSTORMING
- DEFINING ROLES & ASSIGNING TASKS
- IDENTIFYING RESOURCES & BUILDING PARTNERSHIPS
- IDENTIFYING TRAINING NEEDS & ADDRESSING SPECIAL ISSUES
- DEVELOPING A TIMELINE/SCHEDULING

WORKING WITH COMMUNITY-BASED ORGANIZATIONS: QUESTION TO ASK YOURSELVES BEFORE YOU BEGIN

QUESTIONS TO ASK YOURSELF

TASKS TO BE COMPLETED

What am I looking for in an agency?

Establish *criteria* to evaluate the appropriateness of various placements.

How do we find placements?

Be able to *identify* and locate a sufficient and diverse number of appropriate placements.

How do I successfully recruit an agency to accept youth?

Utilize effective *methods* for soliciting volunteer placements

How do we organize effective partnerships?

Be able to establish effective and ongoing *procedures, roles and responsibilities and communication channels* to ensure mutual success.

QUESTIONS FOR AGENCIES

AGENCY ORIENTATION:

What is the mission of your agency?

BASIC YOUTH VOLUNTEER ISSUES:

Do you work with youth volunteers?

- If not, why not? (Try to pin point problem areas and assist in some trouble shooting.)
- Do you want to utilize youth volunteers? Why? Why not? (Try to assist in trouble shooting those areas that the agencies perceive as potential problem areas.)
- What are some of your positive and negative experiences with youth volunteers?

GENERIC VOLUNTEER ISSUES:

What training and orientation do you offer to your volunteers?

What are your volunteer requirements? (age, gender, training...)

What are your areas of greatest needs?

Do you provide safety training (if appropriate) – make your volunteers aware of any safety precautions they must take to carry out your work? (This is very important even in an office setting)

Does your organization provide liability insurance for its volunteers in all volunteer settings? (If not, confirm that students are covered with school liability insurance.)

SCHEDULING ISSUES:

How many hours per week?

Do you have proscribed volunteer schedules?

Are you flexible in those schedules?

Can students rotate assignments?

BASIC ORIENTATION ISSUES:

Describe the population these volunteers will serve. (ages, genders ethnicities, interests, etc...)

Will it be most appropriate for our students to work one-on-one or in groups?