

Service- Learning Course Development Worksheet

This worksheet serves as a service-learning preparation guide for faculty. Below you will find questions pertaining to the development of a service-learning course.

What are some of your reasons for wanting to incorporate Service-Learning into your teaching?

Determine which of your reasons are most and least important to you.

What will your students know?

Skills Objective: What will your students be able to do?

Attitudes and Values:

What changes would you like to see occur in your students by incorporating Service-Learning instructional activities?

What specific learning outcome(s) do you want Service-Learning to fulfill?

To what extent are the objectives of Service-Learning compatible with the needs and values of students in your course? How are they incompatible?

How will students be grouped in your Service-Learning plan (e.g., individually, pairs, small groups, a combination)?

What knowledge, skills, and interests should students possess to be able to benefit from Service Learning? Are there types of students for whom you would not recommend participation in Service-Learning?

What will be considered “service” in the context of this course?

	Type of Service	Examples	Student Skill Development
_____	Direct: Providing service directly to individuals at the agency site or in the community.	Tutoring children, holding a party for residents in a nursing home, conducting health screenings in a homeless shelter and service meals in a soup kitchen	Responsibility, dependability, problem-solving, caring for others and service-specific skills.
_____	Indirect: Addressing community needs indirectly, typically through assessment, organization and/or administrative action.	Organizing Food/clothing drives, fundraisers, clean-ups, construction, recycling, and assessments.	Cooperation, team spirit, organization, recruitment of others, and project specific skills.

	Advocacy: Efforts made by students result in eventual changes in the social, political, or environmental conditions contributing to community needs.	Lobbying, speaking, performing, organizing and researching.	Perseverance, articulation of concerns, suggestion of solutions, persuasion, duties of citizenship, and learning the political process
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What assignments will be required before credit can be awarded? What types of reflections will you use? See the “Using Reflection” section for more information.

How will the Service-Learning component of your course be evaluated? What criteria will be used for awarding credit?

<input type="checkbox"/> Demonstration of Skill	<input type="checkbox"/> Assessment of Product(s)
<input type="checkbox"/> Assessment of Written Work	<input type="checkbox"/> Personal Interview
<input type="checkbox"/> Normal Course Assessment	<input type="checkbox"/> Oral Presentation
<input type="checkbox"/> Agency Supervisor Evaluation	<input type="checkbox"/> Service-Learning Plan/Contract
<input type="checkbox"/> Observation of Student in Simulation	<input type="checkbox"/> Other - _____

Other questions to consider...

Will service be mandatory?

How many hours of service will be required?

Will students be restricted to specific non-profit agencies or fields of interests? If so, specify.

How will you address/access/incorporate Service-Learning experiences students have to benefit those who are not participating in Service-Learning activities?

How will you assist students to make connections between their service experiences and the course contents?

Adapted from: The Faculty Handbook for Service Learning, University of Maryland, 1999 and the Service Learning Development Form, Florida International University, The Volunteer Action Center.