**COLLEGE OF**

# Human Sciences

**Extension and Engagement**

# SERVICE-LEARNING COURSE DESIGN WORKBOOK

## ASSESSING THE QUALITY OF SERVICE-LEARNING (SL) COURSES
*Adapted from Dahan and Seligsohn (2013)*

| SL Element | Developing | Effective | Exemplary | Evidence |
|---|---|---|---|---|
| Integration of experience with learning goals and other course elements | Course's stated learning goals do not directly address the experiential component of course or are not related to the expectations for the experiential component | At least one stated learning goal addresses the experiential component of the course and relate to the expectations for the experiential component | Multiple stated learning goals address the experiential component of the course and are deeply embedded into the expectations for the experiential component | · Learning Goals/ Objectives |
| Opportunity for analysis of and/ or reflection on experience | Faculty member's assignments do not directly require students to actively reflect on the experiential component of the course or opportunities for reflection in other stated assignment are not actively sought. | At least one assignment requires students to reflect on experiential component of the course or reflection is encouraged in many or all assignments. Opportunities to reflect include in-class discussion, online discussion boards, written assignments, or creative expression. | All assignments are designed with reflective opportunities used to reinforce experiential learning and provide students with multiple forms for reflecting on experience through in-class discussion, online discussion boards, written assignments, and/or creative expression. | · Learning Goals<br>· Assignment List<br>· In-class Discussion<br>· Online Discussion Boards<br>· Journals / Field Notes<br>· Reflective |
| Substantial community engaged component in which all students are required to participate | Experiential component is less than 10 hours over the semester and/or has no pedagogical relationship to the learning goals of the course OR experiential component is not a required component of the course | A required experiential component is between 10 and 15 hours over the semester and has a pedagogical relationship to the learning goals of the course | A required experiential component is more than 15 hours over the semester and is substantially related to the learning goals of the course | · Learning Goals<br>· Assignment List<br>· Description of SL Assignment |
| Appropriate student preparation for experiential activity (e.g. training, orientation, etc.) | No expectations for students to participate in any preparatory activities or expectations are limited to community partner requirements | Faculty member considers the expectations of community partners' needs for students prepared for their community experience. To that end, the expectation is explicit for students' participation in preparatory activities | The faculty member, community partner, and Office of Extension and Engagement collaborate to prepare students for engaged civic learning as part of the clearly outlined expectations of a course | · Description of SL Assignment<br>· Class Policies<br>· Discussions between Faculty member and Community Partner |
| Appropriate partnership | Ideal partner types are identified by the faculty member and shared with the students who must identify their own partners; or faculty identifies partners and students are expected to arrange their own scheduling | Faculty member collaborates with Office of Civic Engagement to identify partner(s) (or identifies partners separately) and works directly with partner(s) to develop scheduling that reasonably meets the needs of students and partner(s) | Faculty member collaborates with Office of Civic Engagement to identify partner(s), provides opportunities for partner(s) to act as co-educators within classroom and during work that is scheduled with the needs of the partner(s) and students in mind | · Description of SL Assignment<br>· Instructor Information<br>· Discussions between Faculty member and Community Partner |
| Appropriate distribution of benefits | Little consideration of the benefits for students or partner(s) is considered before placement | Benefits for community partners and students are considered as part of the placement process | Consideration of benefits is recognized through selection of placements, in collaboration with partner(s), and detailed through well- designed learning goals | · Description of SL Assignment<br>· Learning Goals<br>· Discussions between Faculty member and Community Partner |
| Integration of SL component into student assessment | Little evidence of SL component in student assessment strategies and student grading | The SL component has a clear assessment strategy linking one or more learning goals to one or more graded assignments | Strategies for both formative and summative assessment of student learning related to the SL component are clearly outlined in the syllabus and addressed in the classroom | · Assignment List<br>· Description of SL Assignment<br>· Assignment Grading Rubrics<br>· Grading System |
| Sharing of information or findings with community partners and/or others | Little or no evidence of plan to share findings or new knowledge with community partners or their clients | Plan to share information is separate from learning goals of the course or is an incidental benefit of the course | Sharing information with community partner and/or its clients is a form of summative assessment; or is planned outside of the learning goals of the course but is a shared expectation between faculty member and community partner. | · Description of SL Assignment<br>· Assignment List<br>· Discussions between Faculty member and Community Partner |

# WORKSHEET 1 – ESTABLISHING ACADEMIC LEARNING OBJECTIVES

*Adapted from Howard (2001)*

### Course-Specific Academic Learning

Course-Specific Academic Learning objectives include knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the numbered spaces below, reflect on how engagement with the community might strengthen one or more of them or enable new learning objectives. Compose new or revised learning objectives in the space below the numbered spaces.

### Current Academic Learning Objectives

1.

2.

3.

4.

### Revised Academic Learning Objectives for Service-Learning

**WORKSHEET 2 – DESIGNING A SUBSTANTIAL COMMUNITY-ENGAGED COMPONENT IN WHICH
ALL STUDENTS PARTICIPATE**

Requiring students to participate in any community-focused assignment as part of a community- engaged course is equivalent to requiring students to read any book as part of a traditional course.

Being deliberate about designing your community-engaged assignment and establishing criteria for selecting community partners leads students to glean more relevant learning from their experiences and they are more likely to meet course learning objectives (Eyler & Giles, 1999; Schnitzer, 2005).

Look at the Learning Objectives you listed in Worksheet 1. Then consider the following questions:

1. What kind of community partner might connect to your learning objectives? Where is the partner located (e.g., a school, a child-care facility, a soup kitchen/homeless shelter, a low-income neighborhood, a community garden)?

2. Who would the student work with (e.g., directly with students at a school, with staff at an organization, with adults served by an agency, attendees at a series of city council meetings)?

3. How many "contact hours" do you think would be necessary for students to authentically engage with the community to achieve course learning goals?1

**WORKSHEET 3 – INTEGRATING LEARNING ASSESSMENT INTO SERVICE-LEARNING**

There are two forms of learning assessment: formative and summative (Marzano, 2006).

**Formative assessments** are those that enable you to gauge a student's understanding of course content over time. It provides substantive opportunities for you to provide feedback to students to further their comprehension of a topic. In engaged civic learning, it includes assessing their perspectives and attitudes regarding the experience in the community.

**Summative assessments** are those that enable you to judge the quality of learning at the end of a course. These assessments may be final projects, essays, exams. They may also take the form of a final determination of a grade. In engaged civic learning, summative assessment should demonstrate how the student integrated their learning from experience and applied it to classroom theories and concepts.

Introducing formative assessments into your teaching will enable you and your students to track their learning. It also permits students to continuously construct their understanding that will be demonstrated in a summative assessment.

Use the space below to write your learning objectives and then determine appropriate evidence to assess learning.

| Learning Objective | Formative Assessment Strategies | Summative Assessment Strategies |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

**WORKSHEET 4 – DEAL FRAMEWORK FOR CRITICAL REFLECTION**

*Adapted from Ash and Clayton (2009)*

Part I: Choose 2 or 3 key experiences to focus the reflection on - What were the most significant or reflection- worthy experiences over the last [week, two weeks, semester]?

| *Describe Experience(s) Objectively* | *Examine Experience from the Perspective of Academic Enhancement* | *Articulate Learning* |
|---|---|---|
| · Where was I? | · What specific elements of our course materials relate to this experience? | · What did I learn? |
| · Who else was there? | | · How, specifically, did I learn it? |
| · When did this experience take place? | · How was I able to apply a skill, perspective, or concept related to our academic material? | · Why does this learning matter, why is it important? |
| · What was said? | · What similarities and differences are there between the perspective on the situation offered by our academic material, and the situation as it in fact unfolded? | · In what ways will I use this learning, what goals shall I set in accordance with what I have learned in order to improve myself and/or the quality of my learning and/or the quality of my future? |
| · What did I/others do? | · How does this experience enhance my knowledge of a specific reading, theory, or concept? Does it challenge or reinforce my prior understanding? | |
| | · Based on analysis of the experience in light of course material, is the material (or my prior understanding of it) adequate? What reasons might there be for any differences or inadequacies? What questions should I ask to put myself in a better position to judge the adequacy of the material? | |

Use this space and the resource from Wolcott & Lynch (2006) to develop specific course-related questions:

*Adapted from Wolcott and Lynch (2006)*

*Less Complex Skills*            *More Complex Skills*

## Step 1—Identifying

**Identifying Relevant Information:**

* List data or types of information relevant to _____

* Identify relevant information in _____ (a textual passage such as a case, article, or piece of literature)

* Identify or access relevant theories, laws, standards, or rules for _____

* Identify factors or issues related to _____

* Identify various potential points of view or solutions to _____

* Describe arguments in favor of _____

**Identifying Uncertainties:**

* Describe uncertainties concerning _____

* Identify and describe uncertainties about the interpretation or significance of _____

* Identify risks associated with _____

* Describe why there is no single, "correct" way to _____

* Identify reasons why _____ might change or vary

## Step 2—Exploring

**Interpreting Information From Multiple Viewpoints:**

* Describe the pros and cons (advantages/ disadvantages) of _____

* Analyze the costs and benefits of _____

* Explain how ambiguities affect your analysis of _____

* Identify assumptions associated with point of view

* Interpret _____ from the viewpoint of _____

* Appropriately analyze _____

* Objectively evaluate _____ information

* Explain how alternative solutions might affect stakeholders (individuals, organizations, groups)

* Analyze the quality of information and evidence related to _____

* Identify own biases and explain how those biases were controlled when _____

* Identify the effects of _____ on _____

**Organizing Information:**

* Develop meaningful categories for analyzing _____

* Organize the various aspects of _____ to assist in decision

## Step 3—Prioritizing

**Prioritizing and Concluding:**

* Develop and use reasonable guidelines for drawing conclusions regarding _____

* Assess the amount of uncertainty (or degree of risk) of _____

* Consider _____ in reaching a conclusion

* Objectively consider _____ when making decisions about _____

* Prioritize _____

* Develop reasonable recommendation for _____

* Address the costs and benefits of _____ in reaching a conclusion about _____

* Develop reasonable policies for _____

* Develop an effective plan for addressing _____

**Effectively Involving Others in Implementation:**

* Take actions to implement solutions to _____

* Organize _____ (communication) so it is meaningful to recipients

* Communicate _____ effectively for given setting and audience

## Step 4—Re-Visioning

**Acknowledging Limitations:**

* Identify/describe potential future developments in _____

* Describe limitations to a recommendation about _____

* Strategically/proactively consider contingencies and future developments related to _____

**Creating and Monitoring Strategies:**

* Develop and monitor strategies for _____

* Implement appropriate corrective action for over time _____

* Acknowledge changing circumstances and reconsider _____ (a solution) as appropriate

* Continuously monitor and update _____, as needed

* Develop strategic uses of _____

* Manage _____ under changing or unusual demands

* Apply continuous improvement principles to _____

**WORKSHEET 5 – PRINCIPLES OF COMMUNITY PARTNERSHIPS FOR SERVICE- LEARNING**

*Adapted from Community-Campus Partnerships for Health (2006)*

Partnerships are premised on these principles:

*Communication:* Open communication is critical to the success of the partnership and SL course.

*Articulated Mission:* A shared mission that guides the actions of the partnership is developed and measurable outcomes of the partnership are defined.

*Mutual Trust, Respect, Genuineness and Commitment:* The values of trust, respect, genuineness and commitment characterize the partnership.

*Reciprocal Benefit:* The benefits for all parties will be outlined in advance of a course, in this agreement between the community organization and the faculty members teaching the SL course and will be agreed to by students enrolled in the course.

*Joint Ownership:* The work process and product of students, faculty, community partners and the Office of Extension and Engagement will be shared. To the extent possible and reasonable, this partnership should engage partners democratically in terms of power relationship and attention to the voices of all stakeholders are considered in the design and implementation of projects, courses and partnerships.

*Clear Expectations:* All stakeholders will participate in setting the expectations for success in this partnership. In addition, responsibilities related to all work with of the partnership will be clear to all stakeholders in advance of the work. Faculty will clearly detail their learning outcomes with both the students and the community partners to ensure clear expectations.

*Reflective Action:* Each person involved in the partnership will participate in a reflective process that will serve multiple purposes that benefit the partnership "in situ" as well as any ongoing partnership activities for the future. These purposes might include: to achieve or reinforce course learning outcomes (benefiting student and faculty); provide assessment evidence of partnership effectiveness (benefiting community partner and Office of Extension and Engagement); provide feedback to inform future decision making regarding a course's design (benefiting faculty and Office of Extension and Engagement).

*Plan for Closure:* This agreement will delineate the process of closure that details what happens after an SL course ends or when things don't go as planned.

1.   What steps should faculty consider to incorporate these principles into their course?

2.   What are the potential challenges of using principles to guide partnership development?

3.   What are the potential benefits of engaging students and communities in developing partnerships based on these principles?

# References

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