Service Learning Course Development Guide

Adapted from the following sources:

Michigan State University Center for Service-Learning and Civic Engagement

M. Stevens, 2014. "Building Your Service-Learning Course," Indiana Campus Compact Service Learning Institute

L. Gallagher et al., n.d. "Service Learning Course Development Worksheet", University of Colorado Denver Faculty Guide to Service Learning: Information and Resources for Creating and Implementing Service Learning Courses

E. Zlotkowski, n.d., "Service Learning Course Development Exercise" retrieved from
http://ung.edu/service-learning/_uploads/files/Zlotkowski-Service-Learning-Course-Development-Exercise.pdf

QUALITY COMPONENTS

Community engaged teaching and service learning has great potential to enhance outcomes for students and the communities they serve. However, these outcomes are contingent upon high quality delivery of community engaged learning. If not done well, this form of active learning can have negative impacts on both students and communities, including reinforcing simplistic understandings of social problems, ignoring community assets, and diverting resources away from community partner organizations in order to meet the needs of students (Eby, 1998).

IPERCED MODEL

Implementing high quality community engaged service learning requires several key components. The iPERCED model offers a structure that encourages thoughtful planning and execution. Outlined below are the iPERCED components.

- **Investigation-** Process of identifying community needs, exploring potential community partnerships, and determining if/how community engagement fits into course learning goals and objectives

- **Preparation-** Action steps to identify expectations, responsibilities, and to prepare faculty, community partners, and students for community engaged learning

- **Engagement-** Meaningful engagement with the community in a way that is of value, as indicated by community partner needs

- **Reflection & Connection-** Structured opportunities for students to think critically and make connections between their engagement in the community and the community engaged learning course

- **Evaluation**- Methods to determine the outcomes of the community engagement experience and students' learning

- **Demonstration/Celebration-** Strategies to share the results of community engagement as well as celebrating accomplishments with community partner and other constituents
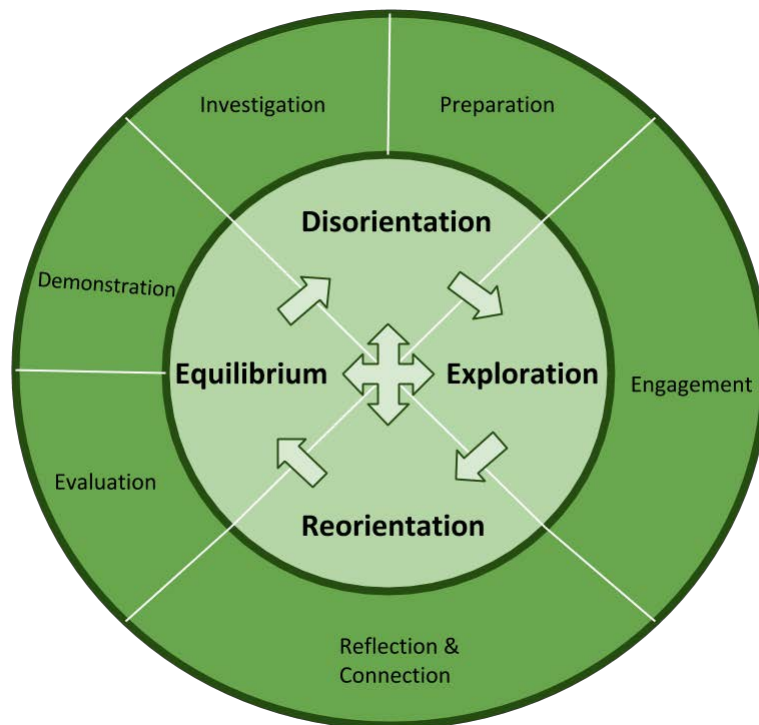
  Adapted from Commuter Affairs and Community Service, 1999.

THEORITICAL FRAMEWORK

The iPERCED model has theoretical foundations in Taylor's learning cycle (1987), which presents a four phase model of adult learning. The four phases are detailed below, and Figure 1 portrays the overlapping categories from Taylor's learning cycle with the iPERCED model.

- **Disorientation** occurs when the learner encounters an unfamiliar and often unanticipated experience or change and is challenged to think critically about one's beliefs or values. The learner responds to the challenge with confusion, anxiety and tension. The learner leaves this phase once able to name the central issue causing discomfort.

- **Exploration** happens after the learner is able to name the disorienting source. Next, the learner gathers new information and ideas to resolve the identified challenges.

- **Reorientation** involves the synthesis of information obtained in the exploration phase. In processing and reflecting upon this information, the learner creates new understandings.

- **Equilibrium** transpires when the learner experiences a sense of comfort with the knowledge gained. The learner is able to apply their knowledge to new situations and shares their discoveries with others.

Figure 1- Community Engaged Learning Cycle

SUPPLEMENTAL RESOURCES

Howard, J. (Ed.). (2001). Principles of good practice for service-learning pedagogy. In *Michigan Journal of Community Service Learning Service-Learning Course Design Workbook* (pp. 16-19).

Honnet, E.P. & Poulsen, S.J. (1989). *Principles of good practice for combining service and learning (Wingspread special report).* Racine, WI: Johnson Foundation.

REFERENCES

Commuter Affairs and Community Service. (1999). *Faculty handbook for service-learning*. College Park, MD: University of Maryland. Retrieved from http://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1009&context=slceguides

Eby, J.W. (1998). *Why service-learning is bad*. Retrieved from https://www1.villanova.edu/content/dam/villanova/artsci/servicelearning/WhyServiceLearningIsBad.pdf

Taylor, M. (1987). Self-directed learning: More than meets the observer's eye. In D. Boud & V. Griffin (Eds.), *Appreciating adults learning: From the learners' perspective* (pp. 179-196). London: Kogan Page.

LEARNING OBJECTIVES

ADDIE: THE INSTRUCTIONAL DESIGN PROCESS

THE FIVE STEPS

1. **Analyze**
   a. **Learners:** Gather as much information as you can
   b. **Broad goals:** What is it you are hoping to achieve?
2. **Design**
   a. **Learning objectives:** What specific skills and knowledge do you wish your students to obtain?
   b. **Outcomes:** How will you assess learning?
3. **Develop**
   a. **Instructional Strategies:** How will you facilitate students in learning the objectives you identified so they are able to achieve the outcomes?
   b. **Logistics:** Student groups, classroom arrangements, tools and materials
4. **Implement** – Try out your lesson plan
5. **Evaluate** – What was learned? Was the engagement successful? What should be changed?
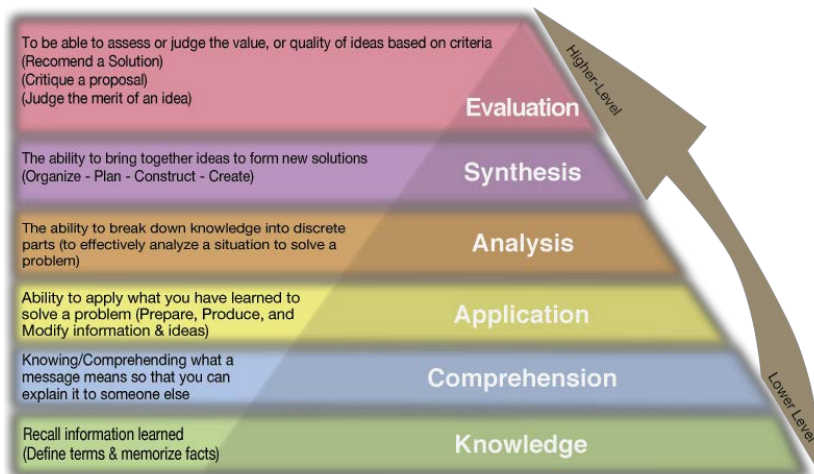
Learning objectives go beyond your broad goals. They are more specific and describe in explicit detail what you and your community partner expect students to know and do at the end of their community engagement.

RULES FOR DEVELOPING OBJECTIVES

- Use the phrase "Student will be able to…" to start your statement
- Begin the objective with a measurable or observable action verb
    - Example: Student will be able to describe the five steps of the ADDIE process
    - Avoid the words learn, understand, or know

USING BLOOM'S TAXONOMY TO WRITE LEARNING OBJECTIVES

Bloom's Taxonomy's 6 Levels of Learning

To be able to assess or judge the value, or quality of ideas based on criteria (Recomend a Solution) (Critique a proposal) (Judge the merit of an idea) — **Evaluation**

The ability to bring together ideas to form new solutions (Organize - Plan - Construct - Create) — **Synthesis**

The ability to break down knowledge into discrete parts (to effectively analyze a situation to solve a problem) — **Analysis**

Ability to apply what you have learned to solve a problem (Prepare, Produce, and Modify information & ideas) — **Application**

Knowing/Comprehending what a message means so that you can explain it to someone else — **Comprehension**

Recall information learned (Define terms & memorize facts) — **Knowledge**

Higher-Level / Lower Level

Retrieved from: https://cole2.uconline.edu/courses/46295/pages/writing-learning-objectives-for-different-learning-domains

USEFUL ACTION VERBS BASED ON BLOOM'S TAXONOMY

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	Identify	Manipulate	survey	grade	produce
discover	indicate	Paint	advertise	measure	rearrange
duplicate	Infer	Prepare	appraise	predict	rewrite
enumerate	relate	produce	Break down	rank	role-play

(Retrieved from: http://tti.montclair.edu/instructionaldesign/wp-content/uploads/2014/07/active2-lg.jpg)

COURSE DEVELOPMENT PLANNING TOOL

USE QUALITY COMPONENTS OF COMMUNITY ENGAGEGED SERVICE LEARNING AND TEACHING AS A PLANNING GUIDE, THIS TOOL IS INTENDED TO HELP FACULTY THINK THROUGH THE MANY ASPECTS INVOLVED IN DEVELOPING A SERVICE LEARNING COURSE.

Course Title:

College and Department:

Course Semester and Year:

INVESTIGATION

Why are you interested in using service learning in this class?

What course learning goals/objectives do you wish to deepen or broaden by adding a service learning component?

Are there social issues or populations with whom you would like students to engage?

What are some community needs that might be impacted by the students in this class?

What organizations match well with the course learning goals/objectives?

What logistical considerations need to be made?

- Scheduling

- Transportation

- Risk management

- Safety considerations

PREPARATION

What adjustments to the course need to be made (e.g. classroom discussions, assignments, readings) to reinforce connections to community engagement activities?

How will community partners be prepared to engage with students?

What prerequisites does the community partner have (e.g. background check, health screenings, etc.)?

How will students be prepared for community engagement (e.g. pre-flection, on-campus orientation, community orientation, etc.)?

ENGAGEMENT

Who is the community partner for the community engaged learning class?

What will the community engagement component entail?

What will be the format of community engagement?

- Optional or required?

- Students serve in groups or individually?

- Duration of experience

How will the community engagement experience be selected (e.g. faculty identifies community partner in advance, students choose from a list of vetted organizations, students identify their own project, etc.)?

How will you monitor student progress?

How will you make sure community engagement activities are connected to a need identified in the community?

REFLECTION AND CONNECTION

What activities will you employ to help students reflect?

How frequently will reflection occur?

Will these activities take place in the classroom, in the community setting, and/or on students' own time?

How can you involve the community partner in helping students reflect?

How will these strategies make connections between the community engagement and academic components of the course?

EVALUATION

How will you know when the community engagement/learning has been successful?

- Student outcomes (e.g. academic knowledge, personal growth, professional development, leadership, citizenship skills, etc.)
- Community partner outcomes
- Faculty outcomes

Of these outcomes, what areas would you like to evaluate?

What are some indicators that measure success in these areas?

What role will the community partner play in evaluating outcomes?

How will students demonstrate their learning to the class, instructor, and community partner?

How will you celebrate accomplishments with students and the community partner?

SUGGESTED COURSE PLANNING TIMELINE

YEAR BEFORE

- Complete ACES course proposal form with course designation and title, identify course goals and objectives
- Research potential community partners, contact ACES Institute to explore any current partnerships that could be leveraged
- Consult with ACES for course design assistance, community partnerships, help navigating administrative challenges, and other needs as they relate to your course idea

- Draft syllabus, finalize course goals and objectives, develop assignments/activities, develop plan for assessment
- Begin collaborating with community partner(s)
- Continue working with ACES
  - Apply for faculty grants
  - Set up appropriate technologies
  - Check ACES website regularly for important deadlines
  - Obtain additional resources
  - Setting up course in service learning online platform – Engage
  - Set-up Engage training as needed

MONTH BEFORE

- Send introductory email to students about the course
- Send instructions to students on logging service hours in Engage and other activities that your course requires to complete in the online platform
- Finalize assignments/activities, assessments, include comprehensive definition of service learning and ACES contacts and resources on syllabus
- Work with community partner to schedule contact dates throughout the semester for updates and check-ins.
- Share finalize syllabus with ACES and community partners
- Maybe meet face-to-face with community partner to officially finalize all activities and plans

DURING SEMESTER

- Week 1-2: Begin prepping students for their service learning experience, share opportunities for service (if there are multiple opportunities). Confirm all students know how to enter their service hours in Engage
- Week 2-3: Start matching students with service site supervisor to develop schedules. Ensure all paperwork, background checks, etc. are in process or complete
- Week 3-4: Students should be ready to begin service experience (should we think about having students sign agreements between ACES, the partner, and themselves??)
- Remainder of semester: Faculty check ins with community partner(s), assessment of course/partner and report back to ACES

END OF SEMESTER

- Contact partner for evaluation of students
- Schedule briefing/wrap-up meeting with ACES Institute and community partner (or ACES will do this??)